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ABSTRACT

The resource manual was developed by a staff development project that trained both paid staff and volunteer tutors to integrate CASAS (Comprehensive Adult Student Assessment System) as an assessment and curriculum tool. It is designed to assist tutors in linking task and skill competencies. The manual begins with an overview of assessment and learning that includes a flowchart showing the sequence from test to instruction to mastery and ideas for tutors. The remainder contains sections on the five topic areas tested by CASAS: basic communication skills; consumer economics skills; health-related basic skills; employment-related basic skills; and basic skills (with additional material on interpreting graphs). A brief final report following the manual describes the following project outcomes: 51% (126) of the tutors who were active during the project year have attended the training; 49% chose to receive the resource manual and use it to develop lesson strategies; 98% of the tutors who attended the workshop felt it gave them training that would help them create lessons and instructions that would help them to be more effective literacy tutors; tutor training was redesigned to incorporate a skills-based approach; in telephone contacts with 15 students whose tutors had received training, all 15 stated that they felt they were learning more that they could use in their daily lives; and 12 showed measurable progress when posttested at year end. (KC)

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Competency Based Skill Integration Training
353 Mini grant # 99-8012
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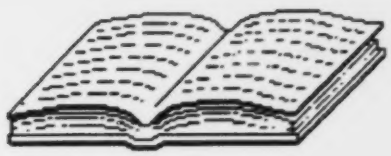
ED 427 215

LINKS



from Learning to Life

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AIM for Adult Competency with CASAS

Assessment Instruction Mastery & Comprehensive Adult Student Assessment System

One of the most important purposes of Assessment is to help tutors plan their strategies for instruction. At LCLL we assess our basic reading students using CASAS and our ESL students using BEST.

CASAS has a plan of instruction which has proven cumbersome to the volunteer tutors who have tried to use it. BEST's plan of instruction, the MELT Curriculum, is more suitable to classes than one - to - one tutoring. It is somewhat out of date and is currently being considered for revision by the Palavin Research Institute.

AIM was formulated by a literacy group out of Oregon to help programs aid their tutors in planning instruction. It allows tutors to adapt skill instruction and assessment to the student's specific goals and areas of interest. It can be used with both ESL and basic skills students.

AIM goes a step further than the CASAS and BEST tests by providing an additional way to evaluate progress. Some students are not good test takers. Their tutors assure us that they are making progress, but it does not show up on standardized tests. On talking with these students after testing, they say they just froze and couldn't think. Some gave the correct answers (later), but just couldn't handle the multiple choice format or the separate answer sheet. Others said that the test items were things they would never need in real-life and just didn't bother much trying to figure them out. AIM provides an alternative to standardized assessment. It allows tutors to teach skills within the context of the student's interests and environment. It measures progress using dated work samples of skills students selected as important to their sense of accomplishment. Those samples stand with the standardized test scores providing a multi-dimensional assessment.

This booklet has been developed to help tutors use AIM effectively. It covers 5 basic topic areas tested by CASAS as well as a section on interpreting graphics, a format used frequently in the CASAS test. The same topic areas are also tested in BEST.

It includes :

- Samples of AIM's ESL and BASIC SKILLS guides with directions
- A flow chart showing the sequence from test to instruction to mastery
- A tutor idea page to help tutors individualize or expand the skills to be taught

• The Assessment / Instruction / Mastery System

BR Student takes CASAS and gets a scaled score

ESL student takes BEST and gets a SPL (Student Performance Level)

→ Staff evaluates the student's test performance and shares results with tutor and student.

→ Tutor & student look at results of the test

↓

If the test itself does not lead them to a plan of action, then:

↓

Tutor checks the AIM guide to find out where the BEST or CASAS test places them in the AIM guide

↓

Tutor and student target some skills from the AIM guide's skill list to work on during their tutoring sessions

←

Tutor uses the Tutor Idea Pages in this handbook as a guide to planning lessons that are adapted to the student's needs

Ex: a non-driver could use map skills to plan a garden or to find a store from the local shopping center's directory

↑

Tutor collects 2 student's work samples (dated at least 2 weeks apart) that show mastery of the same targeted skills

↑

Portfolio and Aim form are submitted to LCLL and skills achieved are noted in student's file

↑

Student is retested after > 35 hours of instruction

CASAS

Test Content by Item
Compilation of forms B, C &D - Reading Adult LifeSkills

Name _____ Date _____ Score _____

==========

ITEM	THE LEARNER WILL DEMONSTRATE THE ABILITY TO:
1. ☐	Interpret clock time
2. ☐	Count, convert, and use coins and currency and recognize written form of (¢) and($)
3. ☐	Recognize and use signs related to transportation
4. ☐	Read, interpret and follow directions found on signs and directories
5. ☐	Interpret job applications, résumés, and letters of application
6. ☐	Interpret advertisements, labels or charts to select goods and services
7. ☐	Identify information necessary to make or keep medical or dental appointments
8 ☐	Identify the months of the year and the days of the week
9. ☐	Identify the procedure to locate emergency numbers and to place emergency calls
10 ☐	Interpret information about illness, including descriptions of symptoms and doctor's directions
11.☐	Interpret maps
12. ☐	Ask for, give, follow or clarify directions
13. ☐	Address letters and envelopes
14. ☐	Interpret food packaging labels
15. ☐	Interpret product label directions, warnings, danger signs and symbols
16. ☐	Use the telephone directory and other publications to locate information
17. ☐	Interpret procedures and forms associated with banking
18. ☐	Interpret restaurant menus
19. ☐	Compare prices or quality to determine the best buy for goods and services
20. ☐	Interpret procedures for simple first aid
21. ☐	Fill out medical health history forms
22 ☐	Identify and use sources of information about job opportunities
23. ☐	Identify procedures for reporting job related hazards, accidents, injuries and damages
24 ☐	Interpret information on technology, politics and current issues found in newspaper articles

BASIC ENGLISH SKILLS TEST
LITERACY SKILLS SECTION SCORING SHEET

Name _____ Reading _____ Date _____
Writing _____
Total _____

Student Performance Level _____

READING

abbreviated sample

Part 2 -- Calendars

3. March 7 circled ..... (--)
4. October 30 circled ..... (--)

Part 3-- Food Labels

1. $1.26 ..... (--)
2. $1.80 ..... (--)

Part 4-- Clothing Labels

1. Sm(all) ..... (--)
2. $14.00 ..... (--)

Part 7 -- Telephone Directory

1. 965-2756 ..... (--)
2. 726-9116 ..... (--)

Part 8 --Train Schedule

1. 5 20 P ..... (--)
2. 8 30 P ..... (--)

Part 9 -- Reading Passages

1. need must want ..... (--)
2. with to before ..... (--)

Part 10-- Ads, Signs, Notices etc.

1 Signs
2 Appointment Cards
3 Prescription labels
4 Driver's manual excerpt
5 911 call
6 Apartment Ad
7 Job Ads

Reading Comprehension Total ---------- 49

WRITING

Part 1 -- Personal background information

1 Name (last, First) ..... ( )
2 Sex checked ..... ( )
3 Street # ..... ( )
4 Street name ..... ( )
5 City ..... ( )
6 State ..... ( )
7 Zip code ..... ( )
8 Date of birth ..... ( )
9 Signature ..... ( )
10 Today's date ..... ( )

Part 5 -- Rent Check

1 Date (month day year) ..... ( )
2 Name ..... ( )
3 $360 ..... ( )
4 Three hundred (and) sixty ..... ( )
5 Signature ..... ( )

Part 6 -- Envelope

1 Return Address (0, 2 points) ... ( )
2 Sending Address (0, 2 points) ... ( )

Part 11 -- Notes

1 To your landlord (0, 1, 3, 5) .... ( )
2 To an American friend (0,1,3,5) ( )

Writing Skills Total ---------- 49

AIM
CASAS Reading score 201 -210

Guide for Instruction
Beginning Basic Skill

Instructions:
1. ✓ the skill(s) that you and your student have selected for tutoring.
2. Record the skill description on the form provided.
3. Record and date the evidence of mastery on the form provided. (The evidence could be an anecdotal report written by the tutor or an attached work sample.)
4. A skill is considered learned when your student has demonstrated 2 examples of evidence. (see right column below and additional proofs on Tutor's Idea Page.
5. When your student can demonstrate evidence of learning for 80% (10) of the skills listed he has completed that level.

Skills to Be Learned	Examples of Evidence
1. ____ Students can use written directions and a simple map to find a destination.	Student uses a map and descriptive material to pinpoint a given place.
2. ____ Student can fill out a form requiring 3 - 5 items of personal information.	Student fills out an application for membership, service, or credit.
3. ____ Student can write and interpret large numbers.	Student writes symbolic dollar amounts for varying sizes of checks.
4. ____ Student can determine correct change in a purchasing transaction.	Student can add up small purchases and determine change from $20.00.
5. ____ Student can identify sources for job searches and describe how use them.	Student can match skills and capabilities to job ads in the classified section.
6. ____ Student can write short personal letters to friends and family.	Student writes a letter to a friend or relative using the appropriate format.
7. ____ Student can accurately keep a calendar.	Student records special days in an appointment book and demonstrates its use.
8. ____ Student can ask for, give, follow and clarify information.	Student can describe (outline) a process to someone (hobby or how to).
9. ____ Student can identify the main idea in a paragraph.	Student explains a short story.
10. ____ Student can interpret a medicine label.	Student identifies and explains key information on a given label.
11. ____ Student can read and follow a recipe using fractions.	Student correctly measures ingredients for a recipe The proof is in the Pudding!
12. ____ Student can use various scales and gauges.	Student interprets readings on a scale or gauge (thermometer, ruler).

Instructions:

1. ✓ the skills that you and your student have selected for tutoring.
2. Record the skill description on the form provided.
3. Record and date the evidence of mastery on the form provided. (The evidence could be an anecdotal report written by the tutor or an attached work sample.)
4. A skill is considered learned when your student has demonstrated 2 examples of evidence. (see right column below and additional proofs on Tutor's Idea Page.)
5. When your student can demonstrate evidence of learning for 80% (6) of the skills listed he has completed that level.

Skills to Be Learned	**Examples of Evidence**
1. ____ Students can estimate the cost of 2 or 3 items.	Student adds (orally or on paper) the cost of 2 or 3 things from an ad and arrives at an estimate to the nearest dollar.
2. ____ Student can tell time using both a digital and analog clock.	Student responds orally naming the time shown on real clocks or worksheet pictures.
3. ____ Student can use a calendar for various purposes.	On a calendar, student can find months, days and dates in response to oral cues.
4. ____ Student can respond to "who", "what",. "where" and "when" questions.	Student responds appropriately to such questions as "Who is he? What is this? Where are you from? When do we meet?" (a one word response is acceptable)
5. ____ Student can identify body parts and describe symptoms of personal or family illness.	Student can identify body parts as the tutor points to them. Student can respond to "What's the matter (wrong)?" as he role plays.
6. ____ Student can ask for help, either in a face -to- face scenario or by phone in (911) emergency situations.	Student can dial 911 (toy phone) and give appropriate information and responses for emergencies e.g. a fire, illness, or break- in.
7. ____ Student can respond both orally and in writing to questions regarding name, address, phone #, etc.	Student can role-play an interview and fill in a basic application for (you name it).
8. ____ Student can identify traffic lights and other pedestrian symbols and signs.	Student demonstrates appropriate action when shown pictures of various symbols.

==========

Student Progress Summary

==========

Skill to Be Learned _____ **Date completed** _____

Evidence

1. **Date** _____ **Description** _____

2. **Date** _____ **Description** _____

Skill to Be Learned _____ **Date Completed** _____

Evidence

1. **Date** _____ **Description** _____

2. **Date** _____ **Description** _____

Skill to Be Learned _____ **Date Completed** _____

Evidence

1. **Date** _____ **Description** _____

2. **Date** _____ **Description** _____

Student Name _____ Student level _____

Tutor Name _____

These Goals were targeted on _____
date

Community (and Communications within it)

Tutor Idea Page for Basic Communication

This is an overview of skills tutors may need to teach their students .

CASAS Pre A, A BEST AIM Basic Pre beginning ESL Beginning

Vocabulary

name	address	street	city	birth date	middle
last	initial	first	zip	telephone	number
sex	race	state	age	Social Security	married

Phrases Please spell that. Speak slowly, please. Can you repeat that?

Symbols

(717)

Abbreviations

Soc.Sec. Phone
DOB ID

Knowledge What needs to be learned in this topic area

clear pronunciation of personal information
recognition of a variety of ways to say numbers (one-five-eight or one hundred fifty eight)
pronunciation (oral spelling) of the letters of the alphabet
recognition of the relationship between upper and lower case letters
legible letter formation
correct spelling/ capitalization for personal information items (name, address , etc.)
following written format / directions (one letter to a box) 1 7 0 4 2
understanding month/day/year sequence for birthdate

Comprehensive Textbooks(on this topic) at LCLL

Literacy In Life Skills
Put It in Writing
Most Level 1 ESL series will cover this extensively

" Real -Life" Material Suggestions

contest entry blanks
This Book Belongs To.....labels
return address labels
address books
business cards
book covers

Evidence of Mastery

Student got an ID card from the Driver's Exam Center on his / her own.
Student filled in personal information on the first page of a pocket calendar/ tablet.
Student role-played giving personal information in an interview.
Student sent a letter with his correct return address.
Student sent a letter to a family member , with sending addresss correctly formatted.
Student called and had a pizza delivered to his home or the tutoring site.
Student filled in a contest entry form.

Basic Writing (and communication about personal information)

Name _____

Say the name of the letters and numbers

Tutor: you may make copies of this so that your student can hold one comfortably to read the letters and you can mark any errors you hear on anotner copy Ask your student to read the letters or numbers he sees on the lines below.

d m l v c h w o t s k n y a x g l r u f j p q e z b
V M I C W Z D E H Q O T P S G N J Y F A U X R L B K

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
16 17 18 19 20 21 30 40 50 60 70 80 90 100 127 1999

Fill in the missing letters:

A _ C _ E _ G _ I _ K _ M _ O _ Q _ S _ U _ W _ Y _

a _ c _ e _ g _ I _ k _ m _ o _ q _ s _ u _ w _ y _

Print the capital letters that just get bigger when they are capitalized beside their lower case mates

c ___ o ___ p ___ s ___ v ___ w ___ x ___ z ___

Please Print for Photo ID
Name _____
Soc. Sec. # _____

D.O.B. _____
Ht. _____ Wt. _____
Eye color _____

Address _____
street
_____ _____ _____
city state zip

Signature _____

This suitcase belongs to
Name _____
Address _____
street
_____ _____ _____
city state zip
Phone( ) _____ _____

Community

Tutor Idea Page for Signs

This is an overview of skills tutors may need to teach their students .

CASAS Pre A, A , B AIM ESL Beginning

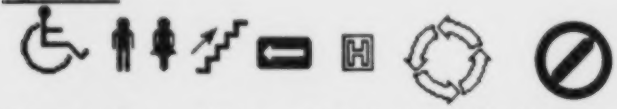
Vocabulary See Tutor book page 166 & 167

Building:	Exit	Pull	Authorized Personnel Only
Street:	Route 89	Do not loiter	Closed for repair
Driving:	yield stop	Don't walk	Stay off median strip
Identification:	Lebanon	W. York St.	Tappanzee Bridge
Landmarks:	State Park	ECC Church	Municipal Bldg.
Safety:	Caution	Danger	Wet floor
Other:	Welcome	It's a Boy	Eat at Joe's (billboards)

Abbreviations

St. Blvd. Ave. Ln. Rd. bldg.

Symbols



Knowledge What needs to be learned in this topic area

understanding and using route signs, mile markers, exit markers on highways
recognizing use of color and shape as codes to sign's intent (orange for road work)
understanding directional signs (red lights) and safety signs (Caution-High Voltage)
understanding vending machine signs (Deposit coin here) and ATM machines
understanding neighborhood signs (Keep Off the Grass) (NO PARKING)
understanding store signs and aisle markers (AISLE 3 - canned vegetables)

Comprehensive textbooks (on this topic) at LCLL

Signs around Town
Laubach: How to Read Signs
Read All About It
Essential Skills Series: Signs
Many ESL series have chapters on driving signs / building signs

"Real - Life" Material Suggestions

PA driver's Manual
Uno game
bumper stickers
Monopoly game
real signs in building where you meet
real signs seen on field trips while walking near tutoring site

Evidence of Mastery

Student correctly read and explained 5 (10) signs in the vicinity.
Student designed his/her own signs (ideas: yard sale, kid's door, or house rules.)
Student operated a vending machine, ATM machine, Laundromat machine, etc.
Student passed the sign portion of our computer driving test.
Student correctly completed worksheets on signs.

Signs

Unauthorized personnel not permitted beyond this point

Which word means you don't have permission? (sign 1)

1. _____

WARNING
HAZARDOUS MATERIAL
HANDLE WITH CARE

Which word(s) mean dangerous ?
(in signs 2 , 3 and 4)

2. _____

_____

TOXIC FUMES
VAPOR HARMFUL IF INHALED
WEAR PROTECTIVE GEAR
AT ALL TIMES
NO SMOKING IN THIS AREA
FLAMMABLE

3. _____

_____

_____

SWIMMING PROHIBITED
until further notice
by order of the Lancaster County
Health Department

CONTAMINATED
with E. Coli Bacteria

4. _____

WELCOME TO SUNNYSIDE PARK
AND GAME SANCTUARY
6:30 A.M. - 7 P.M.

PETS MUST BE ON LEASHES
NO LIQUOR ALLOWED

5 a. Is hunting permitted at Sunnyside Park?

YES NO

5b. What time does the park close?

_____

Shadyside Community Pool
Members must register their guests
at the main gate
Children under 8 must be accompanied
by an adult

1. **No horseplay**
2. **No food in pool area**
3. **No toys allowed in the pool**
4. **Leave the pool when the whistle sounds**

6. Are guests allowed at the Shadyside pool?

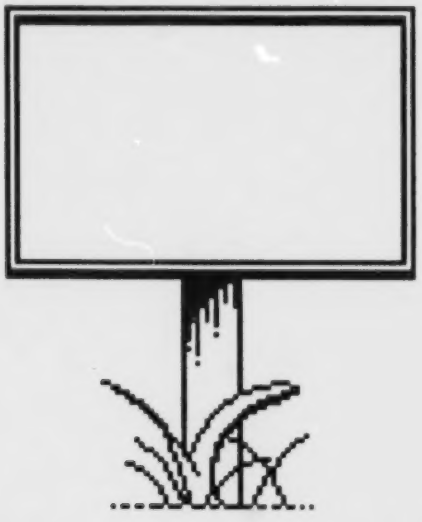
YES NO

Ask 2 more questions about this sign

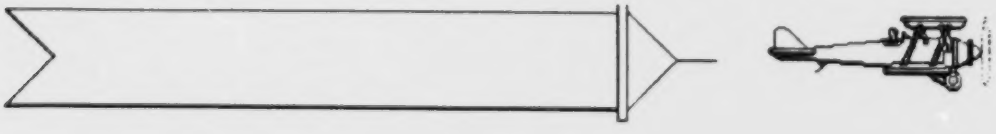
More Signs
Match the shape of these driving signs and signals with the words that go with them

Interstate 76 (Turnpike)	YIELD	PENN ST.	RAILROAD	STOP	Don't Walk	No	one way	US Route 322	PA Route 72

Design a sign to place in front of your home
(For Sale, remodeling , The .... Live Here, Beware of...)



Design a sign to advertise your talents (Jim - World's Best _____)



Community (and Communication within it)

Tutor Idea Page for Phone skills

This is an overview of skills tutors may need to teach their students .

CASAS A, B AIM Basic Pre & Beginning ESL Beginning

Vocabulary

emergency	long distance	direct dialing	1-800 numbers
area code	directory assistance	Bell - Atlantic	1-900 numbers
directory	index	business	
residential			

Abbreviations

TT or TTY for deaf clients	AT&T	phys.
	atty.	Dr.

Knowledge What needs to be learned in this topic area

about phone skills:
understanding of what constitutes 911 emergencies
understanding area codes, phone numbers and extensions
knowing alphabetical order and the use of guide words
knowing classification for human service section and yellow pages
knowing synonyms for yellow page searches (auto- car- vehicle)
knowing how to be aware of hidden charges

about communication:
being aware of the kind of questions emergency dispatchers will ask
having clear and well modulated speech when answering
having skill to deal with nuisance calls and wrong numbers

Comprehensive Textbooks(on this topic) at LCLL

Janus Life Skills: Using the Telephone
Most Level 1 ESL books have a unit on emergency calls

'Real - Life" Material Suggestions

toy phones	phone books
written dialogs	personal address / phone books
pay phone near tutoring site	

Evidence of Mastery

Student called tutor to cancel or reschedule.
Student completed worksheets.
Student successfully looked up 3 friends in the phone book.
Student successfully found a plumber, a Pizza place and the Literacy Council's #.
Student role-played calling 911 to report a serious situation.
Student role-played answering a nuisance call (idea: a sales rep. for a bank card).
Student role-played taking a phone message for a family member.

Emergency

Dial 911

For all police, fire and medical emergencies.
911 service is available
24 hours a day

When calling 911

- stay calm
- speak clearly
- stay on the line
- follow instructions

Is it an emergency?

Neighbors are playing loud music at 6 p.m.
YES NO

A child with an empty bottle of pills appears to be unconscious. YES NO

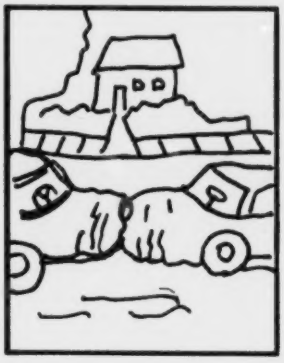
You see smoke coming out of the window of the house next door. YES NO

A neighbor's 5 yr old hit your child.
YES NO

A stranger (didn't knock) but is making noise at your back door.
YES NO

Look at one of the pictures below . Use it to act out this dialogue with your tutor.

Student : I want to report a(n)_____!
Tutor: What is your name, please?
Student : _____
Tutor: Where are you calling from?
Student: _____
Tutor: Where is the _____? (tutor may need to get clarification)
Student _____
Tutor: The police(ambulance, firetruck) is on its way. *Sometimes the dispatcher will ask more questions.* Is anyone hurt? Is the victim able to breathe (move)?
Student _____
Tutor: *At this point the dispatcher may give some first aid advice and ask if the caller can understand the directions and follow them.*



Using the phone book : White pages

Using the phone

Numbers #

(717) 256-5689 ext. 78

area code

office within a larger company

Salf B TT 607 Peach Lncstr----------291-4535
St James Lutheran Church
office 22 S 8 Lebnn----------273-1229
pastor's residence 24 S 8 Lebnn----------270-6751
Salp C vet RD 1 Lebnn ----------270-1287
Salp Charles B 1412Cherry Annv ----------867-0998
Salp Charles B Jr 33Plaza Annv ----------867-0237
Shea Robt 3rd177 N 12 Lebnn----------274-9103
Shea Robt Jr atty 1224 S 22 Manheim -------664-0906
Shea Robt Sr MD 1356Walnut Lanc ----------295-3334
Shea's Pet Suppl.178 Pk City Ctr Lncstr-------295-0456
Sheaf J W Rev RD1 Hershey ----------533-2323
Sheaf Betty RD 1 Hershey ----------533-2323
Sheaffer A L phys LoopRd MtHope----------123-6656
Sheaffer's Garage 345 FrutvlePk Mnhm-----665-0974
Sheafferstown Elem Sch Main Scftn----------949-3478
Schaefferstown Municipal Office Mn St ----949-5550
City planning office ----------949-5551
City tax bureau ----------949-5552
City water authority ----------949-5553
Mayor's office ----------949-5554

What number would you call for:

the time church starts at St James Lutheran _____
your friend, Betty Sheaf _____
Doctor Alice Schaeffer _____
an appointment with a school principal _____
a mistake on your Schaefferstown water bill _____

Who are the doctors? _____
Who is the veterinarian? _____
Which of the Robert Sheas is the oldest? _____
Who is deaf and needs a tele type machine? _____

Yellow pages

Carpet Cleaners

Chem Dry
Dries in minutes
odor removal
Upholstery & drapery
non toxic
We do it right the first time or we come back
123-4567

Stanley's Steamers
Residential & commercial
top quality upholstery
oriental and specialty rugs
water extraction services
same day & emergency service 987-6543

Mack's Carpet Care
professional cleaning
Commercial & residential
all work done on the premises
area rug in plant cleaning
pickup and delivery available
stain resistent treatment
call 256-2389

Who would you call to clean a flood damaged carpet ?

Who could you call to get pet stains and odors out of the sofa?

Ask a few more questions about these ads.

BEST COPY AVAIL

Community (and Communications within it)

Tutor Idea Page for Notes & Letters

This is an overview of skills tutors may need to teach their students .

CASAS C BEST AIM Basic Pre beginning ESL Beginning

Vocabulary

salutation	greeting	invitation	announcement
closing	body	correspondence	complaint
request	format	sincerely	respectfully
editor	writer	heading	letterhead

Phrases return address Dear_____,
Respectfully yours,

Symbols

zip code #
!#%@

Abbreviations

Titles MR. Ms. Dr.
States PA MD CA

Knowledge What needs to be learned in this topic area

recognition of a variety of ways to communicate in writing
(from refrigerator notes to greeting cards to business letters)
understanding that informal grammar and format can be used in notes to close friends
understanding the necessity of using the correct format and grammar in a formal letter
understanding an acceptable envelope format (it will get there)
knowing the correct spelling/ capitalization/ punctuation/ abbreviations
understanding how the postal system works (stamps, packages)

Comprehensive Textbooks(on this topic) at LCLL

Literacy In Life Skills
Put it in Writing
Writing It Down
English Inc.: Composition
Essential Life Skills Series: Basic Writing Skills, Letters & Consumer Complaints
most Level 1 ESL series will cover envelopes, short notes

"Real - Life" Material Suggestions

personal address books	letters	refrigerator notes
return address labels	junk mail	greeting cards
form letters		personal letters

Evidence of Mastery

Student prepared a self addressed envelope to send for freebies.
Student wrote a refrigerator note for a family member.
Student wrote and delivered or mailed note to a friend, coworker, neighbor.
Student signed, addressed and sent a greeting card to the tutor.
Student wrote a story and sent it to The Literacy Council for publication.
Student wrote a business letter (ideas - letter of application, complaint, request for repair)

Short notes

Fred,

I'll be home late. Please take the dog for a walk and call for a pizza. The money is on the kitchen counter. Sorry, I didn't have time to make dinner.

Love,
Mom

P.S. Don't tease your sister

Is Fred married ?

YES NO

What request is Mom making?

_____

_____

Longer notes (Read the following note and tell what the writer wants)

HEY MITCH,

IT'S BEEN A YEAR SINCE WE CAMPED OUT. HAVE YOU RECOVERED FROM THAT EXPERIENCE ENOUGH TO TRY IT AGAIN? THE KIDS ARE AT CAMP IN MID-AUGUST AND I HAVE A FEW DAYS OFF. HOW WOULD YOU LIKE TO COME UP AND GO CAMPING AT THE LAKE. I THOUGHT WE'D TAKE THE CANOE AND DO SOME FISHING. REMEMBER, LAST YEAR, WHEN I BRAGGED ABOUT HOW TOUGH THAT NEW NYLON FISHING LINE WAS. I THOUGHT YOU'D SPLIT YOUR BREECHES LAUGHING , WHEN IT GOT CAUGHT ON THAT TREE TRUNK AND MY POLE BROKE INSTEAD. SALLY BOUGHT ME A NEW ONE AND I'M ANXIOUS TO TRY IT OUT. I'LL BE IN THE DOGHOUSE IF I BREAK THIS ONE. HOW DOES THE WEEK OF AUGUST 18TH SOUND? CALL SOON AND WE CAN DECIDE WHAT WE NEED TO BRING. FORGET THAT DEHYDRATED STEW YOU BROUGHT. IT TASTED LIKE !$#*@.

GOTTA GO,
SAM

Who owns the canoe and has a place on the lake? _____

The tone of this letter is:

A. accusing
B. demanding
C. respectful
D. friendly

A Business Letter

RODALE BOOKS
BOX 220, 33 E. MINOR STREET
EMMAUS, PA 18098

JUNE 9, 1998

Dear Sir,

In a moment of weakness, I said yes to the pleasant voice on the phone telling me about the Encyclopedia of Organic Gardening . When I received it , I examined it and decided it was not what I thought it would be. I expected more in-depth coverage of vegetable gardening and I was disappointed. Part 1

I am returning the book. Please take my name off the billing list. Part 2

Thank you for your prompt attention. Part 3

Sincerely,
Cathy Roth

In which part is the writer making a request ? _____

The book is being returned because:

A. it is damaged.
B. it cost too much.
C. it does not contain what the buyer wanted.
D. it does not have pictures.

The book was:

A. purchased over the phone.
B. bought at a book store.
C. borrowed from a friend.
D. obtained at a yard sale.

How can we tell that this is a business letter? _____
_____
_____

Community

Tutor Idea Page for Maps and Directories

This is an overview of skills tutors may need to teach their students

CASAS A, B / BEST AIM Basic Beginning

Vocabulary

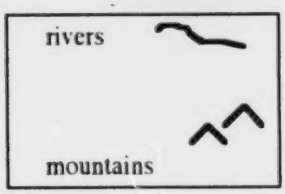
right / left	corner	intersection	location	direction
North / South	central	interchange	exit	entrance
top / bottom	represents	downtown	middle	route
up / down	highway	block	next	turnpike

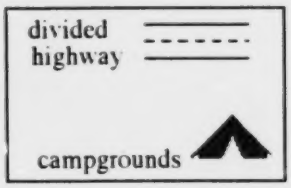
ordinal numbers : first, second, 3rd, 10th, last
landmark names: park business district

Abbreviations

N(orth) S E W and NW
States (PA)
Addresses(St. Blvd. Ave. etc.)

Symbols





Knowledge What needs to be learned in this topic area

use of a compass and knowledge of left & right
use of a map grid
use of legends to understand symbols
understanding of scale and ability to approximate mileage when given on a map
understanding that the first digit in a room number of a mutilevel building indicates the floor that room is on

Comprehensive Textbooks (on this topic) at LCLL

Level A-B	Level C-D
You Are Here	Map Skills -USA
Getting From Here to There	Map Skills -the World
	Maps, Globes & Graphs

Essential Learning Skills Series: Reading Signs, Directories.....Maps...

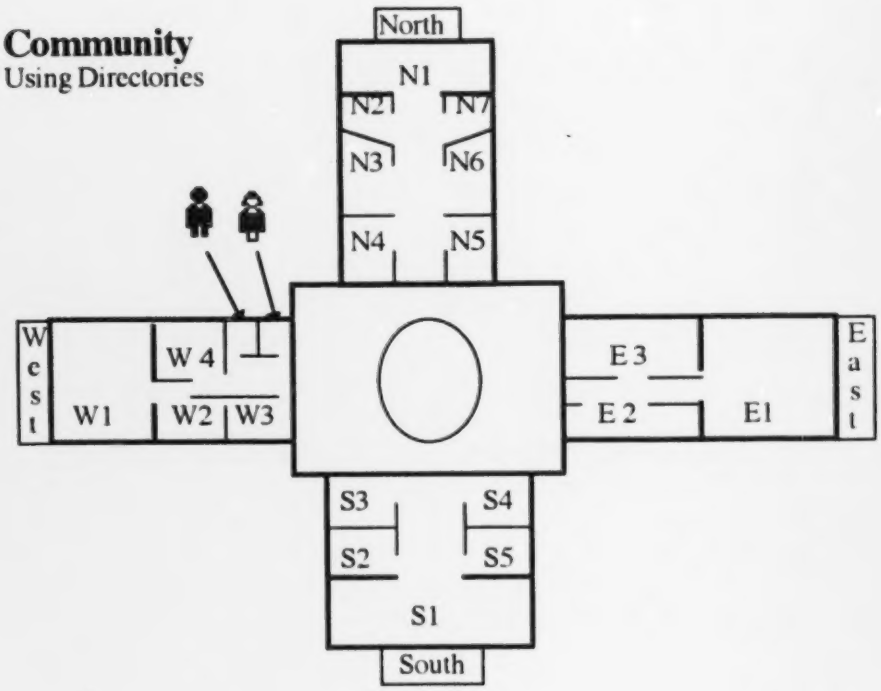
"Real - Life" Material Suggestions

city , state , USA, world maps
bus route maps from phone book
Amusement park, zoo, botanical garden maps, stadium seating charts from phonebooks.
directories from museums, malls, hotels, stores, famous places (Ellis Island)
floor-plans, blueprints, landscape layouts

Evidence of Mastery

Student drew a layout of his home property , labeling compass points-N S E W
Student drew a map of his house / garden / landscape on graph paper, including an index
Student drew a map or gave oral directions to his home from a given point.
Student correctly completed the map and directory worksheets.
Student found on a USA or world map where friends or relatives live.
Student interpreted a weather map found in the local paper.

Community
Using Directories



Directory

Cards

Hallmark.....E2
Carlton.....W3

Gifts

Pete's S2
Spencer's....W4
Wally's.....S5

Department Stores

Ames.....E3
Bon Ton W1
Boscov's.....S1
Penney's.....N1
Sears.....E1

Pharmacies

CVS.....W2
Drug-Rite.....S4

Food

Arby's.....N5
Friendly's.....N3
Hardee's.....N7
Hoss's.....N2
Pizza Hut.....N4
Taco Bell.....N6

Toys

Kay-Bee.....S3

If you are at the circle, and want something to eat, you will have to go (North South East West)

Write the name of the store at S3 ? _____ at N1 ? _____

What direction must you walk to get from The Bon Ton to Ames? _____

What store is to the left of the men's room? _____ across from Ames? _____

If you are at CVS, where is the closest card shop? _____

More Directories

The Bon Ton

Children		Men	
clothes	2nd floor	coats	3rd floor
shoes	main floor	shirts	3rd floor
toys	basement	shoes	main floor
		ties	3rd floor

Housewares		Women	
appliances	basement	accessories	main floor
furniture	basement	dresses	2nd floor
lamps	basement	lingerie	main floor
linens	2nd floor	shoes	main floor
		sportswear	2nd floor

All shoes are on the
.....(main floor 2nd floor 3rd floor basement)

If you want to buy a lamp you will have to go to the
.....(main floor 2nd floor 3rd floor basement)

If you are buying your child some clothing, and then you want to buy him new shoes you will have to take the elevator (up down)

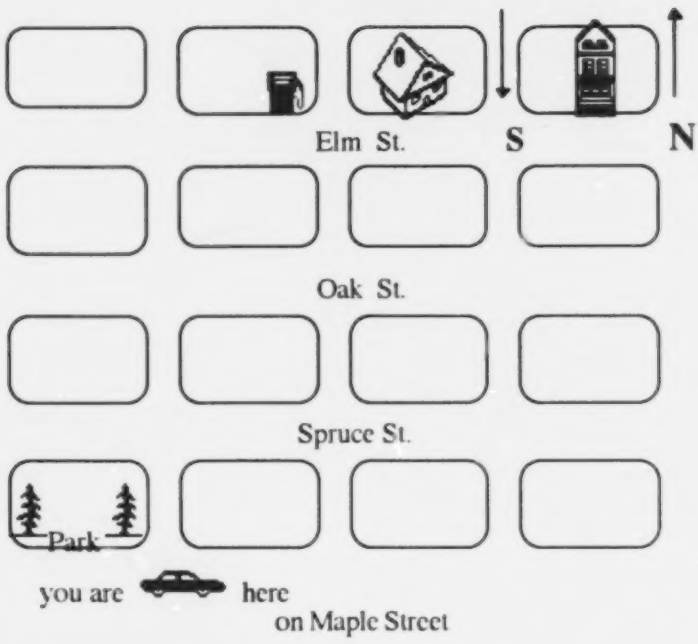
The Municipal Building

Courtroom	main floor	**Probation Office**	
County Coroner's Office	rm. 305	adult	rm. 102
County Planning office	rm. 301	juvenile	rm. 103
Law offices		**Recorder of Deeds**	rm. 304
P Bare *atty.*	rm. 203	**Register of wills**	rm. 302
D Lane *atty.*	rm. 201	**Tax claim bureau**	rm. 101
M Mills *atty.*	rm. 202		
Marriage License Bureau	rm. 303	**Voter Registration Office**	rm. 306

On what floor will you find the lawyers? _____
To what room will you go for a marriage license? _____

Make up your own questions.

Street Maps



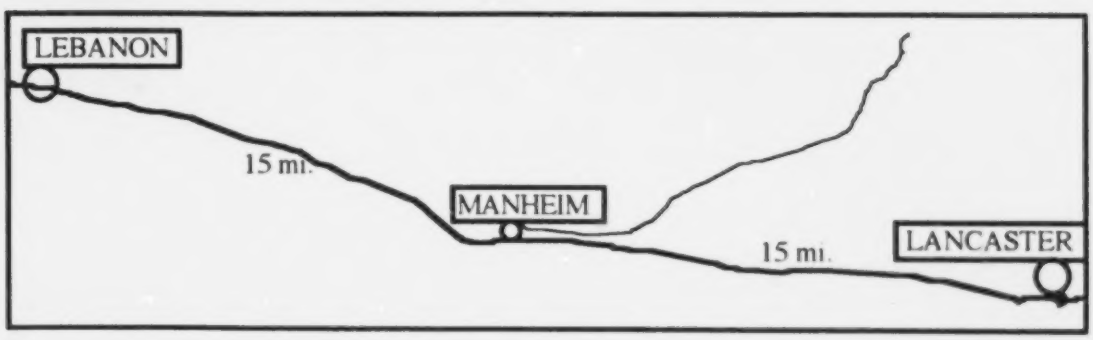
All North/South streets alternate one way (East/West streets are 2 way streets).
Here are the directions you've been given to a friend's house.

Drive East to the first intersection.
Turn left and go 3 blocks.
Turn east on Elm street and go to the first building on the north side. Circle it.
This is your friend's home.

What business is to the left of this house?

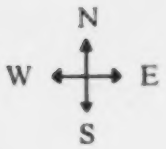
Tell your tutor (or write directions) how you would get to the gas station from the park.

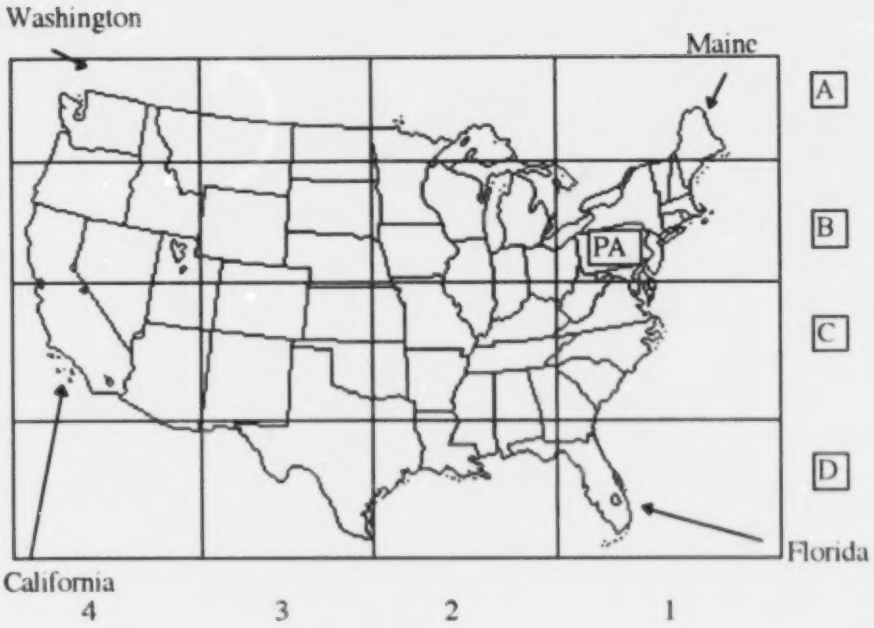
Road Map Look at the map of route 72



How many miles between Lebanon and Lancaster? _____
How many miles in a round trip from Lancaster to Manheim? _____

More Maps





On which coast is Pennsylvania ? N S E W

Which direction would you have to travel to get to Florida? N S E W

Which direction would you have to travel to get to California N S E W

Which direction would you have to travel to get to Maine ? N S E W

Using a map grid

What state is completely in **A4** _____

Find this state in **A4**. What other grid is it in _____

Community

Tutor Idea Page for Calendar/Schedules

This is an overview of skills tutors may need to teach their students

CASAS A, B, BEST AIM Basic, Pre/Beginning, ESL Beginning

Vocabulary

Months: January, February, March, April, May, etc.
Days: Saturday, Sunday, Monday, Tuesday, etc.
Occasions: Birthday, Anniversary, Wedding, Graduations, etc.
Holidays: Christmas, Thanksgiving, Valentine's Day, Ramadan, etc.
Events: appointment, meeting, game, conference, party
Time of day: morning, noon, afternoon, evening, daybreak, sunset

Phrases

time flies	daylight savings time	time of your life	on time
time stands still	have a good time	midnight hour	beat the clock

Symbols

5:45 7 o'clock

Abbreviations

AM	PM
Jan.	Mon.

Knowledge What needs to be learned in this topic area

telling time on both digital and analog clocks
knowing sequence of months and # of days in each month ("30 days hath September")
knowing a variety of ways to write dates ex. 1/6/98 Jan. 6, 1998 January 6, 1998
calculating time / work schedule / business hours
reading a day's schedule, a week's schedule, a calendar

Comprehensive Textbooks (on this topic) at LCLL

Measuring Time and Telling Time
Reading Around Town
Literacy in Lifeskills 1 & 2
Essential Life Skills: Reading Signs, Schedules...

Most ESL Level 1 series have a unit on time/calendars.

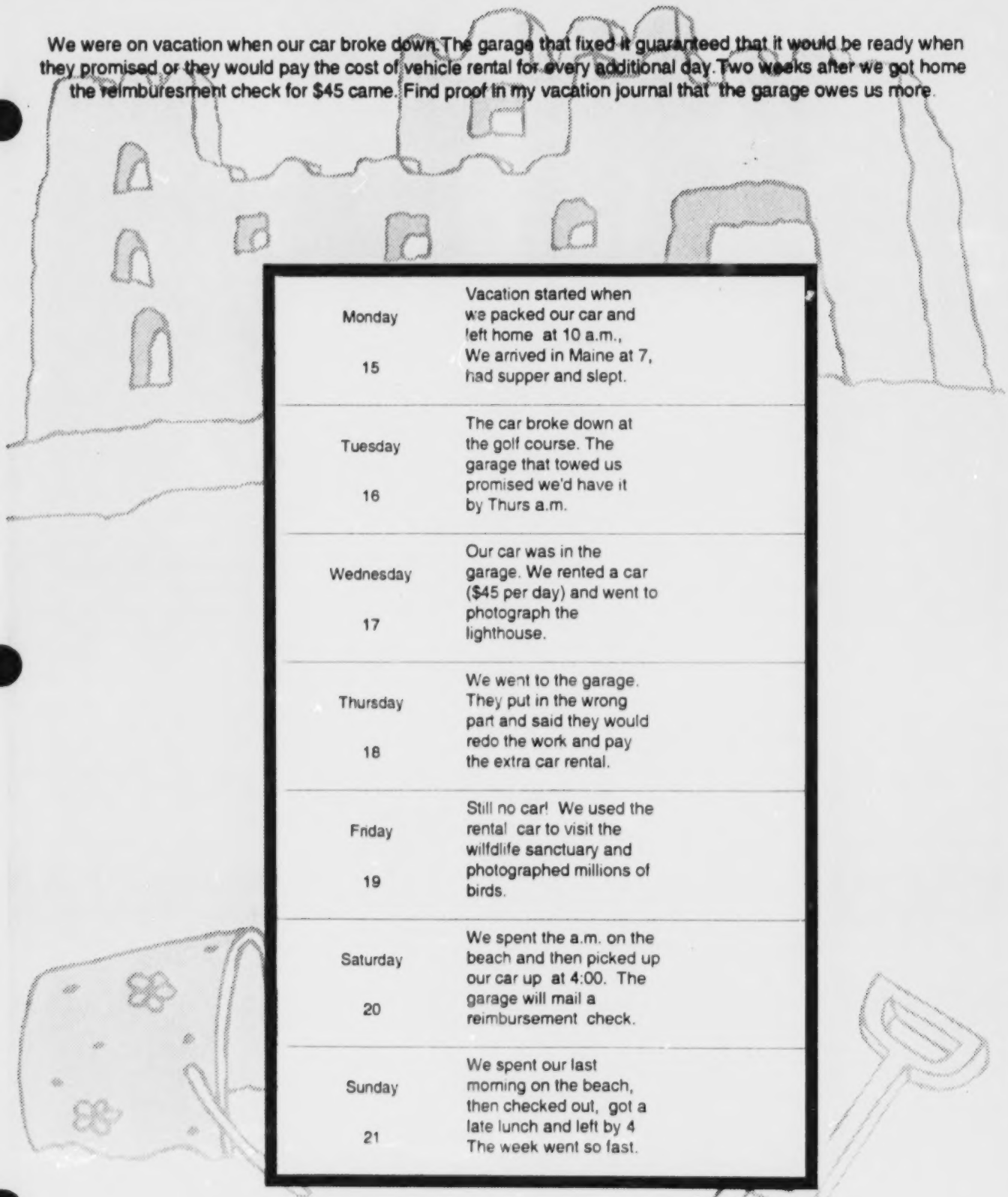
"Real - Life' Material Suggestions

calendars, appointment books
brochures - parks, businesses
travel bureau ads in newspapers, tour schedules, movie marquees

Evidence of Mastery

Student explained a bus schedule and set a timetable for being at the bus stop.
Student read a TV Guide and tells which show he / she will watch and when.
Student recorded family occasions on a calendar.
Student made a family chore chart.
Student recorded a week's events in a journal or appointment book.

We were on vacation when our car broke down. The garage that fixed it guaranteed that it would be ready when they promised or they would pay the cost of vehicle rental for every additional day. Two weeks after we got home the reimburesment check for $45 came. Find proof in my vacation journal that the garage owes us more.



Monday 15	Vacation started when we packed our car and left home at 10 a.m., We arrived in Maine at 7, had supper and slept.
Tuesday 16	The car broke down at the golf course. The garage that towed us promised we'd have it by Thurs a.m.
Wednesday 17	Our car was in the garage. We rented a car ($45 per day) and went to photograph the lighthouse.
Thursday 18	We went to the garage. They put in the wrong part and said they would redo the work and pay the extra car rental.
Friday 19	Still no car! We used the rental car to visit the wilfdlife sanctuary and photographed millions of birds.
Saturday 20	We spent the a.m. on the beach and then picked up our car up at 4:00. The garage will mail a reimbursement check.
Sunday 21	We spent our last morning on the beach, then checked out, got a late lunch and left by 4 The week went so fast.

Week of June 15, 1998

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Schedules

Tuesday January 5th

9:00 _____
10:00 _____
11:00 _____
12:00 _____
1:00 _____
2:00 _____
3:00 _____
4:00 _____
5:00 _____
6:00 _____

My To Do list

pick up ice cream for tonight
lunch with Sally
dentist appointment at 2
go to bank (it closes at 5)
drop off the dog at the vet for surgery & overnight stay
buy a birthday gift for Sam

Write these items on the calendar page to the left. Assume that the person does not have enough time to go back home between these events.

How long will it take to get from Harrisburg to Columbus Ohio on the Amtrak express

A less than 4 hours
B . less than 8 hours .
C more than 8 hours
D more than 12 hours

Lancaster Train Station

Amtrak	Express	
Lv	8:32 am	
Ar	9:15 am	Harrisburg
Ar	1:30 pm	Pittsburgh
Ar	4:05 pm	Columbus , OH

Mike's Little League Schedule

Sat.	May 15	Kmart Cougars
Sat	May 29	Big Boy's Batters
Sat	June 12	Murphy's Midgets
Sat	June 26	Penney's Peanuts
Sat	July 10	Brown's Bears
Sat	July 17	PizzaHut's Pirates

On what date will Mike play against the Midgets ? _____

How often does his team play?

A once a week
B twice a week
C twice a month
D every other month

Is Joe's open on Wednesday? _____

How many days a week is Joe's Bar & Grill open? _____

Can Joe serve an earlybird breakfast? _____

JOE'S BAR & GRILL

Hours
M-Th 11am - 9pm
F &S 10am - 11pm
closed on Sundays
no shoes, no shirt
no service

Entertainment Choices

At the Movies

About how long is the movie Bambi? _____

What time must you go to see Gone With The Wind on the big screen?_____

How many different 3 Stooges movies are being shown? _____

Which theater shows Spanish movies?_____

The Hippodrome
presents
Saturday's features

Theater 1	The Blob	2pm matinee	7pm	9 pm
Theater 2	Attack of the Killer Tomato		7pm	9 pm
Theater 3	*Closed for repair*			
Theater 4	Gone With The Wind (Panavision)		7pm	(4 hour feature)
Theater 5	Bambi	2 pm 4pm 6 pm		
Theater 6	3 Stooges Movies Marathon		9, 10, 11pm	12, 1, 2 am
Theater 7	Scream 5			9pm
Theater 8	Love Story 2pm		7pm	9pm
Theater 9	La Musica (Span.)		7pm	9pm
Theater 10	Lovely Ladies			9pm

TV Weekly

	12:00		1:00		2:00		3:00	
DFM	DFM News	The Old and the Hairless		As the Stomach Turns		Dr Ruth Meets Dr Suess		Judge Harry
MYB	TV Bloopers		MYB News	Movie: the D Files		MYB News	Touched by an Archangel	
HBA	Sports Golf	Sports Tennis	Sports B-ball	Sports Olympics	Sports Boxing	Sports F-ball reruns		Sports Get Fit
DOZ	News	The Times of Our Lives		SOAP	Approaching Lights		Cartoon Street	Kid Capers

What time do the soap operas start on DFM? _____

How many hours of soap operas can you watch in an afternoon on DOZ? _____

How many hours of sports programming can you see in an afternoon?_____

Ask your tutor 3 questions about this schedule

On this calendar, circle all the holidays and special family days you can remember.

January						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

March						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

How many did you find ? _____

On what day of the week does your birthday fall?

Consumer Economics

Tutor Idea Page for Money/ Shopping

This is an overview of skills tutors may need to teach their students

CASAS Pre A & A BEST AIM BASIC Pre-beg. & Beginning ESL beginning

Vocabulary

penny	nickel	dime	quarter	dollar	bill
coin	unit	cost	total	price	package
weight	size	currency	change	tax	buy
spend	purchase	save	pay	groceries	each

Phrases

How much? What's the total cost (price)? per pound

Idioms as is

Symbols

$1.00, $.10, $.01 (and use of decimal point)
24¢

Abbreviations

Qty.	Ttl.
S&H	wt.
S /M/L/ XL	C.O.D.

Knowledge What needs to be learned in this topic area

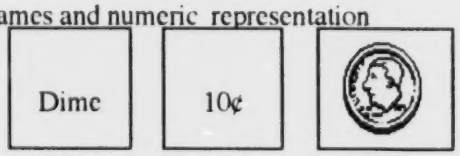
coin recognition
understanding of dollar equivalent 100 pennies, 20 nickels, 10 dimes , 4 quarters
addition of coins
addition of 2-3 items for total cost
making change from $1.00, $5.00 $10.00

Comprehensive Textbooks(on this topic) at LCLL

Literacy in Lifeskills 2
Money (book B)
Money Makes Sense

"Real - Life" Material suggestions

play money to count
boxes with price labels
grocery ads from the newspaper
flash cards bearing pictures, coin names and numeric representation
to use in concentration game

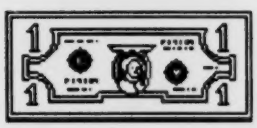


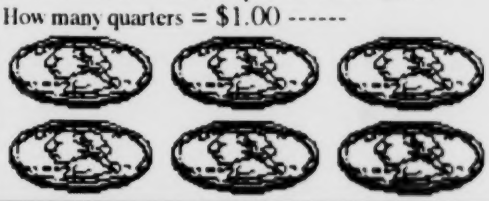
Evidence of mastery

Student correctly lined up matching flash cards (see above).
Student correctly named (orally) coins or currency.
Student drew pictures of coins equivalent to $1.00.
Student counted out $1.00 worth of dimes (quarters, nickels etc).
Student correctly counted out sets of coins of various denominations.
Students added the price of 3 items and named the correct change from $1.00 ($5.00).

MONEY (coins to $1.00)

Draw lines from the coin to the way we write that amount of money

$ .25		5¢
$. 10		25¢
$1.00		1¢
$.01		100¢
$.05		10¢

Draw a circle around each number. When we count pennies we count by 1's How many circles have you drawn? ____ How many pennies in a dollar? _____ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100	Draw a circle around each number. When we count nickels, we count by 5's How many circles have you drawn? _____ How many nickels are in a dollar? _____ 5, 10 ,15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100
Draw a circle around each number. When we count dimes, we count by 10's How many circles have you drawn? ____ How many dimes in a dollar? ____ 10, 20, 30, 40, 50, 60, 70, 80, 90, 100,	Draw a circle around the quarters that = $1.00 How many quarters = $1.00 ------ 

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Money (recognizing terms, adding totals, making change)

Used Books
25¢ each

You have $2.00.
How many books can you buy?

_____

You have $1.00.
You want to buy 2 books.
How much change will you get back?

_____

How much will 10 books cost?

A $.25
B $2.50
C $25.00
D none of the above

You have $1.00.
You need a box of nails.
How much change will you get back?

_____

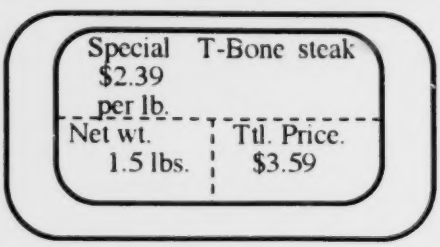
You have $1.00.
You need 25 screws. You will:
A get 75¢ in change
B have the exact amount of money
C need 25¢
D need 75¢

You are building a plant stand. You need 4 sets of bolts for the legs, and 8 screws for the table top. How much money will you need?

_____

Brass

Nails	Nuts & bolts	Screws
Box of 100 79¢	12¢ per set	5¢ each



How much will you pay for this package of meat? _____

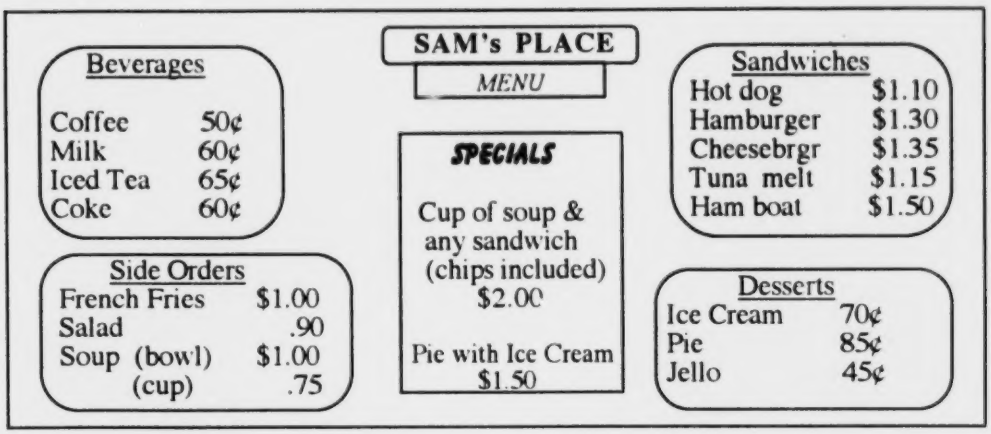
How many pounds of meat are in it? _____

How many people can you serve from this package of meat (if serving sizes are 8 oz.)?

_____

If you got 3 lbs. of meat, how much would you pay? _____

Money (Adding)



Check
Table # ____ Server___

Total _____

Pick at least 3 items from the menu.
Add to get the total.

How much change would you get from $10.00?

_____

How much tip would you leave?
(10% of total)

_____

How much would you have left?

_____

Draw what you would like to eat

Now, if you decided to treat a friend to the same thing
How much would it cost for both of you $ _____

What kind of food is a salad? _____

In what part of the menu will you find Coffee? _____

What is the price of a bowl of soup? _____

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Consumer Economics

Tutor Idea Page for Comparison Shopping

This is an overview of skills tutors may need to teach their students

CASAS B AIM Beginning Basic

Vocabulary

type of item	appetizer	dessert	produce	appliance
characteristics of item	automatic	self-cleaning	self-propelled	
size of item	family size	economy size	single serving size	
kind of pricing	per box	per package	a piece(each)	
	per set	by weight	(per pound)	
come-ons	extra	specials	most / least expensive,	
	sale	reduction	highest /lowest price	
	installation	delivery	including/excluding	

Phrases

According to the ad, how much will you save? spend? pay all together?

overall price	as is	no refunds	compared to leading brands
2 for 1 sale	half price sale	dent & ding sale	going out of business sale,
yard/garage/tag sale		floor models	

Symbols % @ $ ¢ 1/2 **Abbreviations** reg./ avg. price ttl. price wt. lb. tx oz.

Knowledge What needs to be learned in this topic area

understanding of % off / fractions off the regular price
knowing how to read a comparison chart
knowing where to find items on a menu or ad, under categories such as appetizer, dairy,
knowing what constitutes a bargain (total price, unit price, quality, more features)
knowing how to figure unit price
knowing how to spot misleading or missing information (economy size, only $9.95)

Comprehensive Textbooks (on this topic) at LCLL

Understanding Advertisements
Reading Around Town
Entry to English Book 4

"Real - Life" Material Suggestions

newspaper's grocery ads	menus	storefront signs
real package labels	store register tapes	merchandisers

Evidence of Mastery

Student compared 2 identical items at different stores and named the store with the best buy.
Student compared 2 different brands (same store) using unit pricing and named the best buy.
Student looked at ads in newspaper and circled misleading phrases or advertising ploys
Student read an ad and asked questions about products related to price or quality.
Student correctly completed a worksheet on comparison shopping

Comparison Shopping - items

Where can you find the best buy?

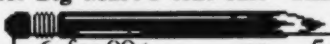
_____

What is the cheapest price per pencil?

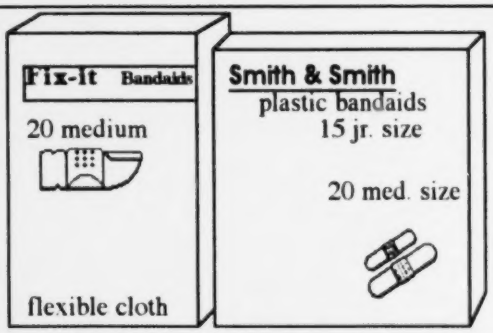
_____

At SAM's 1 doz. for $1.29

At Big Mart's tent sale Same pencil



6 for 99¢ or 5¢ each



$1.60 per box

$2.45 per box

Which is true?

A. Smith & Smith is a better buy than Fix-it
B. Fix-it is a better buy than Smith & Smith
C. They have the same value
D. You can't compare them

Which is true?

A. Flexible Band-Aids are more expensive
B. Plastic Band-Aids are less expensive
C. All Band-Aids are the same
D. Both A & B are true

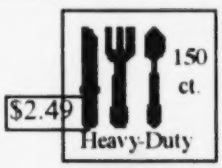
You are planning a family reunion and expect over 70 people. What is the cheapest way to buy eating utensils?

_____

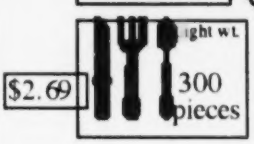
You like Heavy Duty plasticware. Where should you shop for the best buy?

_____

At the supermarket

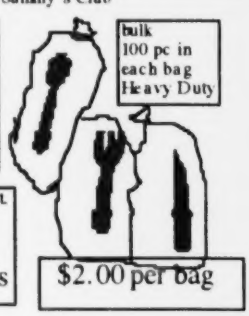


$2.49



$2.69

At Sammy's Club



$2.00 per bag

Mc Daniels Combo $2.99

Windy's Special each item $.99

Howdee's Meal Mates
Sandwich $1.99
Drink 59¢ with purchase of sandwich

Where can you buy the cheapest sandwich and drink? _____

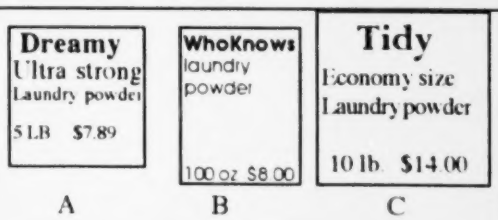
Where will you pay the most for a sandwich and drink? _____

How much more will you spend if you eat at McDaniels instead of Windy's?

_____

In which box will you get the most detergent?
A B C

Which box is the least expensive?
A B C



A B C

Comparison shopping - Using Charts

Attractions	Ticket Prices	Cost of rides	Cost of soda/ hamburger / fries
Dorney Park	$ 24.00 adult	free with ticket	$ 4.59
Dutch Wonderland	$ 17.95 adult	free with ticket	$ 3.99
Hershey Park	$ 29.50 adult	free with ticket	$ 5.49
Knoebel's Grove	free entry $ 5.00 parking per vehicle	$ 1.00 per ride free shows	$ 7.00

Which park is the least expensive to get into? _____

Which park has the most expensive food? _____

If 7 teenagers in 2 cars want to go to Knoebel's Grove and ride 5 rides, how much will they pay all together ? use space for figuring out answer

How much would they each pay? remember to split the cost of parking.

If you go to Hershey park and use a $4.00 off coupon, How much will you pay to get in?

You have $100.00, where can you take 3 friends, ride a couple of rides and have a meal?

Make up a problem for your tutor to solve. Write it below

Comparison shopping - Ads

A	B	C
Budget Appliances **G.F.** **model 4526 electric** ***OUR PRICE*** **$ 439** **Sold at major appliance stores for much more** **(installation & delivery not included)**	***Meter's Appliance and Service Center*** **Stove (G.F. electric)** **Regular Price $ 499** **10 % discount with this ad** **Sale price $ 449** **Free delivery** **Installation $20 extra**	**Steve's Stoves** **We service what we sell** ***G.F.electric*** **Reg. Price $ 525** **$ 50.00 off during our anniversary week sale** *We'll set up your stove in your home for a $25 fee*

Best buy (if a friend will help you load it on his truck and also hook it up for you)

Store A cost _____ **Store B cost** _____ **Store C cost** _____

Best Buy (if you want the store to deliver and hook -up your stove)
Use this space to calculate total price

Store A $ _____ **Store B $** _____ **Store C $** _____

Which ad is the least misleading _____

What do you need to know about the Anniversary sale in Ad C?

You can also rent to own at Rent a Thingamajig. If the list price is $429 but at the end of 18 months the interest brings it up to $865, How much extra would you have to pay?

_____

Moo Valley TOOLS LTD.
13 WEST RIVER ST. FRYBURG, NJ 15307

PHONE 1-800-678-8951
FAX 1- 800 - 315- 7885

CHECKS OR MONEY ORDERS

ORDERED BY: CUSTOMER ACCT. NO. 024056-X

NAME	ANNIE BANKS	NAME	SAME AS ORDERED BY
ADDRESS	342 WATER ST. WALTON, PA 18095	ADDRESS	

DATE ORDERED:	HOME PHONE ( )	BUSINESS PHONE ( )	FAX # ( )

PRODUCT #	DESCRIPTION	QTY	UNIT PRICE	TOTAL
AC303	SHOVEL	1	16.75	16.75
AA321	PRUNING SHEARS	1	49.99	49.99
ZJ6790	PLIERS	1	10.95	10.95
ED905	ELECTRIC DRILL	1	59.49	59.49

S & H	$4.00 ON ORDERS UP TO $25	TOTAL	137.18
	$6.00 ON ORDERS UP TO $50	TX	8.23
	$7.50 ON ORDERS UP TO $100.00	S & H	
	$9.00 ON ORDERS OVER $100.00	GRAND TOTAL	

METHOD OF PAYMENT - DO NOT SEND CASH

Expiration date _____

✖ _____
SIGNATURE REQUIRED IF PAYING BY CREDIT CARD

☑ CHECK ☐ MONEY ORDER

SORRY, NO C.O.D.'s

What is the S&H CHARGE? _____
What is the GRAND TOTAL? _____

Is she paying with a credit card? _____

If she returned the pruning shears, how much would she get in refunds? _____

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Consumer Economics

Budgeting

This is an overview of skills tutors may need to teach their students

CASAS / BEST - not tested **AIM Basic Intermediate**

Vocabulary

expenses	fixed	flexible	daily	weekly
housing	rent	mortgage	monthly	yearly
food	clothing	allowance	quarterly	interest
car	travel	utilities	savings	credit cards
income	luxury	necessity	upkeep	dues
entertainment				

Idioms

impulse buying — robbing Peter to pay Paul
slush fund — saving for a rainy day

Knowledge What needs to be learned in this topic area

prioritizing necessities over wants
calculating fixed expenses , estimating variable expenses and planning for emergencies
knowing how to average several month's worth of expenses to get a reliable picture of your spending habits
thinking through hidden expenses (dry cleaning, insurance, repair)

Comprehensive Textbooks(on this topic) at LCLL

Making a Budget
Budgeting Know-How
LifeSkills for Today's World: Money and Consumers
Janus Life Skills: Budgeting & Buying

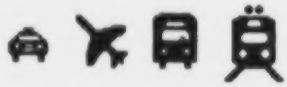
"Real -Life" Material Suggestions

monthly bills — special occasion (party) plans
Christmas shopping list using a Christmas club

Evidence of Mastery

Student kept a record of last month's expenses and projected spending for next month.
Student estimated the cost of a dinner at a nice restaurant with family or friends.
Student used a catalog to estimate the cost of (starting a garden, home renovation, taking classes at vo-tech , having a baby [whatever is appropriate to the student's life]).
Student completed the worksheet.
Student used pages 24-25 of Janus book to plan a family budget.

Money (budgeting a trip)

How will you get there? 	**travel expenses** Ticket _____ Gas _____ Tolls _____ Food _____ Maps_____	Calculations
Where will you stay? Friend's home Hotel / motel Campground	**Accomodation expenses** Hostess gift_____ Registration_____ Parking fee _____ Phone/payTV_____ Hook-up _____ Tent _____	Calculations
What about meals? .Host provides I treat the host I must buy	**Meal costs** per day _____ plus tips _____ camp stove, utensils, gas tank , freeze -dried food, etc. _____	Calculations
What will you do on the trip ? Tour walking car (yours) bus (fee) Visit parks Go to museums Shop Relax	**Entertainment Expenses** Tickets _____ Souvenirs_____ Beach passes_____ Car/ boat rental Special clothes SCUBA gear Formal wear Child care Film for camera	Calculations
What about emergencies? AAA fee First Aid Extra cash Flight insurance	**Incidentals** Spare tire Suntan lotion First aid kit Life jacket Toiletries	Calculations

Consumer Economics

Tutor Idea Page for Banking/ Bills

This is an overview of skills tutors may need to teach their students.

CASAS (B) BEST AIM Basic skills Intermediate, ESL Intermediate

Vocabulary

worth	write	sign(ature)	for/memo	gross
payee	dollars	charges	take-home	net
balance	debit	credit	deduct(ion)	due
transaction	late	penalty	payable	

Phrases Pay to the order of / check number / period covered / account number / Finance Dept

Symbols _____19___ $

Knowledge What needs to be learned in this topic area

how to fill out a check
- where items go (payee's name , payer's name)
- how to write dates (1/23/99 or Jan 23, 1999)
- how to spell names of payees
- how to spell out number words indicating dollars and cents (*Forty nine and 95/100*)

how to cash a check
how to record expenses and balance checkbook
how to interpret payroll stubs

you may need to teach students how to recognize which line is being questioned in a test situation

numbered lines _____19___ ①
labeled lines _____19_____ Line 1

Comprehensive Textbooks (on this topic) at LCLL

You and Your Money
LifeSkills for Today's World- Money and Consumers
Budgeting and Buying
Saving and Investing

"Real -Life" Material Suggestions

customer education packets provided free at banks (usually contain blank practice checks & balance sheets)
real checks / stubs / bills
facsimiles of checks/ bankbooks/ withdrawal & deposit forms / bills

Evidence of Mastery

While tutor played the clerk, the student role-played writing a check out at the register.
Tutor described a check writing situation and the student filled out a mock check appropriately.
Student correctly balanced a checkbook - subtracting 3 checks from $100.00 in the account (amt. could vary in another evidence sample).
Student correctly stated the amount due and the due date shown on a bill.

Checks

Bob & Alice Smith
15 Martin Avenue
Lancaster, PA 17603 ___①_____19____

Pay to the order of __②_____ $__③_____
_____④_____Dollars

MEMO___⑤____ _____⑥_____

draw lines to match the item with the line number

Alice Smith	Line 1
Three Hundred and seventy five	Line 2
Rent for May	Line 3
5 - 31 ____98	Line 4
$375.00	Line 5
TownHouse Apartments Inc.	Line 6

Hoss's Saddle Manufacturers Check 10078

1234 Winding Hill Rd.
Ephrata, Pa 17089

Pay to ..... Charles Martin ... ... the sum of $ 187.00
for 38.5 hours overtime 00

ROB BLACK President
Miriam Green Secretary

Hoss's Saddle Manufacturers
Martin, Charles
Gross Pay YTD $2479 86 $224.66

Deductions	Fed tx	F.I.C.A	State tx
YTD	$186.77	$28.54	$47.82
This pay	$21.92	$11.07	$4.67

Net Pay $187.00

What is Charles' take home pay? _____
Is he paid by the week or by the hour? _____
Does he earn more than minimum wage? _____ How can you tell? _____

_____ 156
_____
_____ _____19____

Pay to the order of _____ $ [ ]
_____ Dollars

For _____ _____

Use the blank check above to pay $37.59 to Sally's Flowers for a New Baby bouquet for your friend Ginny. Fill in today's date and your signature. Remember you can use the cancelled check to prove you sent the flowers.

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Balances

Milton Savings and Loan Association

John Lawson — Account #643521

Date	Deposit	Withdrawals	Balance	Initials
10- 8 - 95	$ 200.00		$ 200.00	C.J.
3 - 10 - 96	$ 150.00		$ 350.00	M.P
7- 13 - 97	$ 375.00		$ 725.00	F.R.
8- 23 - 87		$ 600.00	$ 125.00	
9 - 23 - 98	$ 175.00		$ 300.00	C.J.
5 - 17 - 99	$ 425.00		$ 725.00	C.J.

How much money was deposited on 3- 10 - 96 $ _____

How much money has been withdrawn so far? $ _____

If that money had not been withdrawn, how much would be in the account? $ _____

Check #	Date	Transaction Description	Subtraction - withdrawals (-)	✓	(-) fee if any	Additions- deposits (+)	Balance $430.50
158	2/3	Mortgage Co	$370 00				
159	2/15	*Dr's visit co-pay*	$10 00				
160	2/15	*Paine's Pharmacyprescription*	$14 79				
paid	2/16					$375 00	
161	2/18	LCLL donation	$25 00				
162	2/24	Foodmart	$123 87				
paid	2/30					$375 00	
163	3/3	Foodmart	$97 64				

This person gets paid $375

A twice a week
B every week
C every 2 weeks
D every month

How much did he have in his account on 2/16 before he made a deposit? _____

How much did he take out of his account in the month of February? _____

Make up a question about this balance sheet and have your tutor solve it below

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Bills Electric

UGI - Southside

Bob Smity 97 S 10th St.
East Petersburg, PA 17520
Acct. No. 234987

meter number	from 4/1/89	to 4/29/89	Rate Domestic	Amt. due **$53.96**	Date due 5/21/89
105-2376	0961	1701	740 KWM	average daily cost $1.85	a $10.00 penalty will be charged for payments made after 5/21/89

Keep this portion for your records

Please return this portion of the bill with your payment
make the check payable to UGI

Amount paid $_____

UGI - Southside
Box 3476
East Petersburg , Pa 17520

Account # 234987

If Bob received this bill on 4/30/89, how many days did he have until it was due ?
_____

According to this bill, how much should Bob pay if he does not send payment until 5/24/89 ? _____

What should he write on the check after **Pay to The order of** ? _____

Look at your electric bill for last month.

When was your meter read? _____

How many days worth of electricity are you being billed for? _____

What was the average cost per day? _____

Look at all your monthly electric bills for the last year.

Which month's was the highest? _____
Why?

Which month's was the lowest? _____
Why?

Consumer Economics

Tutor Idea Page for Insurance

This is an overview of skills tutors may need to teach their students

CASAS Level C & D (auto & disability) AIM Advanced (auto only)

Vocabulary

premium	coverage	liability	health	eligible
policy	dividend	collision	term	compensation
payment	accident	injury	(whole)life	comprehensive
benefits	disability	uninsured	medical	Social Security
contract	damage	loss	lapsed	defraud

Phrases / Idioms Act of God Grace Period

Knowledge What needs to be learned in this topic area

understanding social security deductions and benefits
recognizing different types of insurance : health, life, accident, airline, rental, business, home , car, disability
understanding amount and types of coverage (per unit of insurance)
understanding payment schedule & consequences of missed payments

Comprehensive Textbooks (on this topic) at LCLL

Payroll Deductions and Company Benefits
Insuring Yourself
Understanding Social Security
Money series: Insurance
LifeSkills for Today's World: Money and Consumers

"Real -Life" Material Suggestions

real policies (auto, home, life, health , disability , accident, airline)
quarterly statements
insurance bills
pay stubs showing deductions
policy information brochures

Evidence of Mastery

Student wrote to the Social Security Dept. to request a copy of his projected Soc. Sec. earnings, Student then read and explained SS benefits to his tutor.
Student used a phonebook to read insurance company ads and called for brochures.
Student, then explained information from the brochures to his tutor.
Student used his own insurance policy to explain his coverage.
Student compared coverage offerred in different policy brochures and picked the best choice for himself.
Student completed the worksheet .

Nationwide Homeowners Insurance

Comprehensive Coverage For your Home, Your Personal Property, and You

Covers your home and your personal property against loss or damage caused by the following perils:

Lightning, Windstorm and Hail
Explosion
Riot and Civil Commotion
Vehicles
Fire and Smoke
Theft on or off premises
Vandalism and Malicious Mischief
Falling Objects
Weight of Ice or Snow
Structural Collapse
Accidental Overflow from Plumbing or sewer
Accidental Electrical Discharge to Appliances
Accidental Cracking, Bursting, Bulging of a Heating Unit
Damage by Freezing

Personal Property Includes:

Furnishings & Appliances
Jewelry, Watches, and Furs
Guns and Tools
Cameras/Camcorders/TV/VCR
Silverware/Goldware/Pewterware
Securities/Deeds
Watercraft, Trailers
Money/Coins/Gold
Computers
Play Equipment
Utility Sheds
Buildings

Personal Liability Covers:

You and your spouse
Any relatives living with you
Anyone under age 21 in your care.

It pays for:

Medical expenses, ambulance charges, hospital expenses for occupants
Medical expenses, ambulance charges, hospital expenses for others
Cost of registered nurse for you, occupants of your home or others injured on your property
Accidental death benefits
Damage to property of others
Court cost incurred in defending yourself from lawsuits

This is the standard policy . Some coverage is optional and has to be purchased separately. Look at the following items. Write S if they are covered here or O if they are optional. Willful misconduct by the insured will negate coverage . Write N for those cases.

____ A storm tore the roof off your home and damaged walls and furniture.
____ Your boat (in the backyard) was blown away.
____ You got angry and set the fire that destroyed your home.
____ A tree on your property fell and damaged the neighbor's patio.
____ Your child's leather jacket was stolen on school property.
____ Your sewer pipe broke and the neighbors want you to pay for loss and clean-up of their property.
____ A flood knocked your house off its foundation.
____ A neighbor slipped and broke her hip on your icy sidewalk.

Health

Tutor Idea Page for Appointment Cards

This is an overview of skills tutors may have to teach students

CASAS Level A , BEST AIM BASIC Beginning AIM ESL Advanced

Vocabulary

appointment	re / schedule	cancellation
exam(ination)	treatment	check-up
dental	physical	follow-up

Abbreviations

M	T	W	Th	F	S	S
Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Jan.	Feb.	Mar.	Apr.	Jul.	Aug.	Sept.
Oct.	Nov.	Dec.	AM	PM		

Knowledge what needs to be learned in this topic area

meaning of AM and PM
variations on recording dates Jan 23(rd), 1999 1/23/99 1-23-99
use of calendar grids

Comprehensive Textbooks(on this topic) at LCLL

Literacy In Lifeskills
Time and Telling Time
Entry to English Book 3 (half of the book is on clocks and calendars)

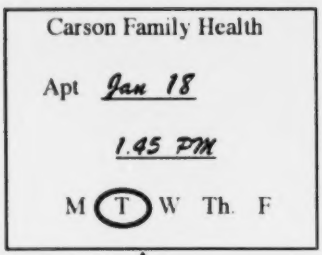
"Real -Life" Material Suggestions

old appointment cards (all kinds- hair care, dental, doctor, business)
paper clock with movable hands

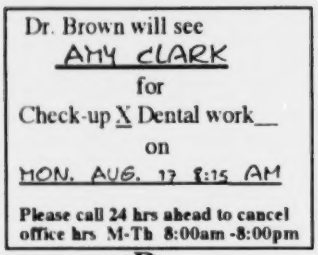
Evidence of Mastery

Student wrote a dictated date correctly in numeric form (5 /7 / 98).
Student orallly translatedwritten numeric dates into spoken dates (May 7th , 1998)
Student wrote tutoring times (using AM & PM) on a calendar.
Student correctly completed workbook pages showing appointment cards.
Student read actual appointment cards and told the date, time and purpose of the appointment.

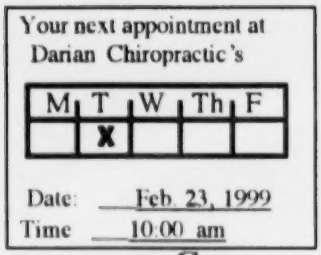
Appointment Cards



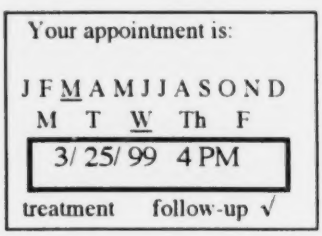
A



B



C



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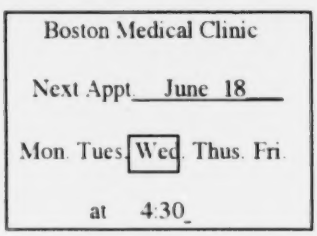

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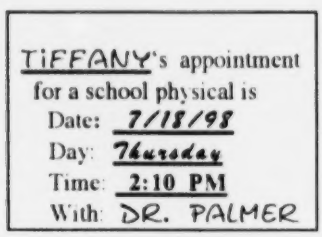


F

What time is the appointment on card D scheduled ?

_____

Look at appointment card C. What day is the appointment ?

_____

On which card is the appointment set for a Wednesday ?

A B C D E F

Look at card B. By what date must you call the office to change your appointment ? _____

Tutor: Ask your student 2 more questions about the cards

Student: Ask your tutor something about card F

Health

Tutor Idea Page for Phoning Doctor / Office visit

This is an overview of skills tutors may need to teach their students

CASAS Level A AIM Basic Pre beginning ESL Advanced beginning

Vocabulary

Part:	head	leg	stomach	ear	wrist	heart
Description:	congested	stiff	nauseous	dizziness	swollen	fainting
Injury:	(b) lump	sprain	bloating	ache	fracture	attack
Condition:	depressed	throb	indigestion	inflammation	burning	pounding
Degree:	very	bad	severe	acute	mild	sharp
Symptom:	cold	pain	cramps	fever	soreness	shortness of breath

Idioms / Phrases

What's the matter? (wrong)?
What seems to be the problem?

Tell me your symptoms.
How long have you been experiencing them?

Abbreviations MD GP Ob/Gyn DDS RN

Symbols

Knowledge What needs to be learned in this topic area

knowing the names of body parts
describing injury, illness, or condition
telling how long a thing has gone on and what home treatment has been given

Context call to DR's office, during the exam,
relating pains to best friends in conversation

Comprehensive Textbooks (on this topic) at LCLL

FYI Series
Going to the Doctor
This is Your Body
Basic Vocabulary for ESL (reproducible worksheets)

English for Adult Competency
A Conversation Book
Speaking of Survival

"Real -Life" Material Suggestions

children's dolls
pamphlets from the doctor or pharmacy

Encyclopedias - Human Body

Evidence of Mastery

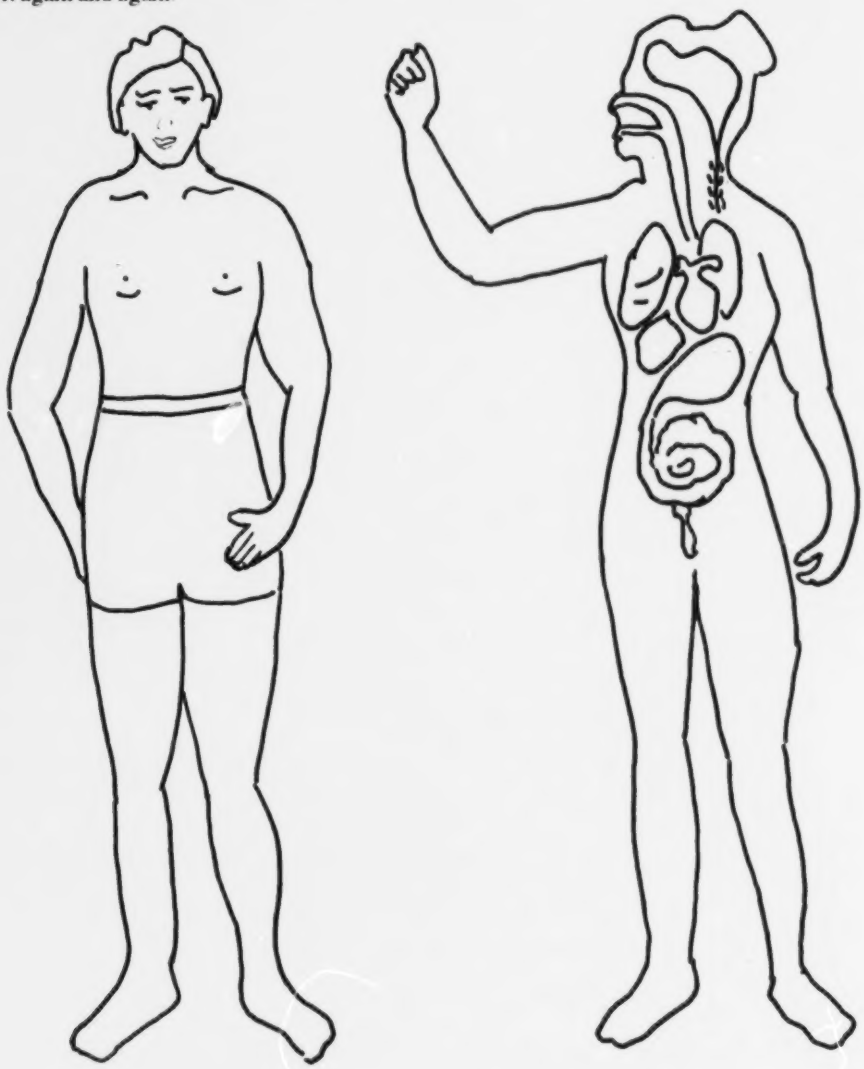
Student role-played calling the Doctor's office (tutor) and describing the problem
Student labeled body parts on a worksheet and named them orally, while pointing
Student read about an accident in the newspaper and predicted injuries
Student & tutor role-played a gab session about family health

Tutor: Mark the illustration to indicate a problem area.

For reading student: Provide a vocabulary list including body parts (knee), adjectives (sore, swollen), verbs (hurts, bleeds) and conditions (infection, broken, sprained) for spelling and have the student label the parts you have marked.

For ESL student: Provide a picture dictionary to clarify meaning.

Below the pictures, fill in the dialogue. Take turns role-playing the situation. Mark a different body site and do it again and again.



Doctor: What's the matter? (What's wrong? What seems to be the problem?)
Patient My _____

Doctor: How long have you noticed the problem? (How often does it bother you?)
Patient: _____

After the doctor examines the patient:
Doctor: You have _____
You will need _____

Health

Tutor Idea Page for Medicine Labels

This is an overview of skills tutors may need to teach their students

CASAS Level B AIM Basic beginning AIM ESL Intermediate

Vocabulary

pill	tablet	capsules	salve	ointment	refills
prescription	prescribed	internal	external	dose	apply
discontinue	caution	ache	symptoms	relief	pain
antiseptic	analgesic	antihistamine	anti-inflammatory	generic	soothe

Idioms / Phrases

keep out of reach of children
by mouth
every 4 hours
not to exceed....
store in a cool dry place
by injection
as needed
side effects

Abbreviations

tsp. tbs. Dr. O-T-C (over the counter)

Knowledge What needs to be learned in this topic area

understanding & measuring correct dosages
following general safety procedures
Do not take another person's prescribed medicine.
Follow directions exactly (take 2 capsules now, then 1 every 4 hours).
Store according to directions. / Do not take outdated medicine.
Don't take more or less than prescribed. / Don't stop taking it, until it is finished.
understanding what to do if side-effects occur or medicine does not seem to help

Comprehensive Textbooks (on this topic) at LCLL

Real Life Reading Series: Medicine
Life skills for Today's World Personal Health
* Many ESL books have chapters on health with a few pages pertaining to medicine labels

"Real-Life" Material Suggestions

over the counter medicine labels & boxes - could expand to beauty care products, sunscreen etc.
actual plastic vials medicine came in / pharmacy provided drug information sheets

Evidence of Mastery

On OTC bottle, the student located the reason for use, dosage information and warnings.
On plastic prescription vial, the student identified name of medicine, person for whom it is prescribed, prescribing doctor, dosage directions and no. of refills available.
Student correctly completed worksheet on medicine labels.

Reading Medicine Labels

CTS Pharmacy
Prescribed by : DR H. Baker
For: Bob Fox 3/24/ 89

Take 2 capsules now. Then take 1 every 4 hours for pain , as needed.
no refills

If Bob starts taking his medicine at 9 am
When will he take them next?
_____

How many pills can Bob take in 12 hours?
_____

Should Bob wake up to take them?
_____

Who should Bob see, if the pills make him feel worse?
_____

Health Right Drugstore

Mary Jibbs Dr. Rasto
Mar. 12, 1998

Take 1 tsp. every 4 hours as needed for cough.
May refill one time

Who is this medicine for?
_____

Who prescribed it?
_____

What should Mary do, if she finished the bottle and she is still coughing?
_____

What is a tsp.?
_____

If Helen chews the capsule, she will

A. die
B. vomit
C. cough
D. choke

B - 3 Antidepressant
Helen Scott Dr. Gordon 4/19/97

Take 1 capsule in the morning by mouth with 8 oz. glass of water. Do not let capsule dissolve - it will cause choking.

DEEP STRENGTH Analgesic rub
For relief of arthritis and other muscular aches and pains

Directions: rub thoroughly into affected area

Caution : not for internal use. If swallowed call a physician. Do not use with a hot compress. Discontinue if itching, rash or intense burning occurs.

How is this medicine taken?

A .by application to skin
B. by injection
C. by mouth
D. by dropper in the eye

What should be done if a child finds the cream and eats some?

A. wash out the child's mouth
B. give the child milk
C. call the child's doctor
D. nothing. it is not harmful

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Health

Tutor Idea Page for Preventative Health Care

This is an overview of skills tutors may need to teach their students

CASAS C, D AIM Basic Skills Advanced

Vocabulary

Nutrition: carbohydrates	calorie	sodium	cholesterol
Exercise: energy	cool down	warm up	habit
Ingredients: fiber	preservatives	vitamins	natural
First Aid: sterilized	infection	shock	immobilize
Mental Health: stress	anxiety	depression	listlessness
Hygiene: sanitary	antiseptic	disposable	parasites(lice)

Phrases/ Idioms:

recommended daily allowance	modify dietary intake	risk factors
artificial color/sweeteners	high blood pressure	life expectancy
excessive weight gain/loss	serving size	warning signs

Abbreviations **Symbols**

lb. g RDA EMS oz mg MSG %
PMS MH/MR

Knowledge What needs to be learned in this topic area

reading labels: listing ingredients from highest to lowest component
understanding parenthesis in ingredient lists
e.g.vegetable oils (corn, cottonseed, peanut)
understanding of food groups and nutritional needs
reading health charts (weight & nutrition)
reading health articles
reading first aid information

Comprehensive Textbooks (on this topic) at LCLL

You Can Give First Aid
FYI Series
Lifeskills for Today's World: Personal Health
Healthcare and You

"Real-Life" Material Suggestions

food labels	weight charts	doctor's handouts
exercise charts	food group charts	pharmacy leaflets
First Aid books	safety charts	

Evidence of Mastery

Student read a health chart and stated whether he / she practiced good health habits.
Student compared 2 food labels and found the one highest in nutritional value.
Student planned a week's menu of low fat (salt) meals.
Student kept personal exercise, blood pressure, weight, calorie. etc. logs.

Student wrote a list of tips for better health care.

Reading Nutritional Labels

His Potato Chips
Serving size 1 oz.
Number of servings 10

NUTRITIONAL INFORMATION
PER SERVING

Calories	150
Protein	1g
Carbohydrate	15g
Fat	10g
Cholesterol	0mg
Sodium	170mg
Potassium	380mg

PERCENTAGE OF U.S.RECOMMENDED DAILY ALLOWANCE (U.S.RDA)

PROTEIN	2
VITAMIN A	*
VITAMIN B1	3
VITAMIN C	10
THIAMIN	2
RIBOFLAVIN	4
NIACIN	4
CALCIUM	*
IRON	2

* contains less than 2% US. RDA

Ingredients: Potatoes, Vegetable Oil, (contains one or more of the following: Corn, Cottonseed, or Partially Hydrogenated Soybean or Sunflower Oil) and salt.

No preservatives / All natural

His Foods, Inc.
Cleona, PA 17042
reg., Penna. Dept. Agr.

You didn't have time to make a sandwich for lunch, You found a bag of chips and a can of tuna in the cupboard. Read the labels and decide which is more nutritious.

Circle true or false

These chips are higher in salt than the tuna.

TRUE FALSE

The nutritional information is for the entire package or can.

TRUE FALSE

These chips contain more vitamins than the tuna fish.

TRUE FALSE

These chips are all natural.

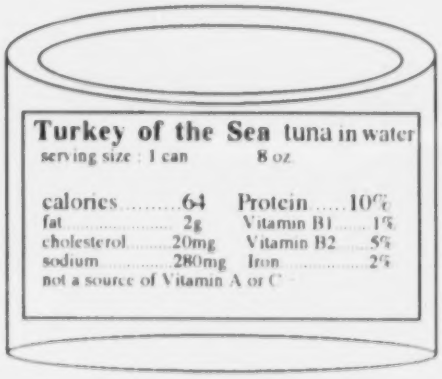
TRUE FALSE

The fat content is lower for tuna.

TRUE FALSE

The tuna has more protein.

TRUE FALSE



Who is most likely to get hypertension (high blood pressure)?

In most cases the causes for high blood pressure come from a combination of risks. Some are in your control. Others are not.

You are most likely to develop hypertension if you:

- Fail to eat a healthy diet
- Weigh more than your ideal body weight
- Drink too much alcohol
- Smoke
- Fail to exercise
- Lead a stressful life

Sometimes you can't control the reasons why you get high blood pressure. You may be in danger of hypertension if these facts are true.

- High blood pressure runs in your family.
- You are African American.
- Your age is greater than 35.
- You are a man between the ages of 35 and 50.
- You are a woman who is post-menopausal

What is the medical term for high blood pressure? _____

High blood pressure is more likely to occur after what age

A. 35
B. 50
C. It depends on whether you are male or female.
D. It is not related to aging

Name 2 things everyone can do to lower the risk of developing hypertension?

_____ _____

According to this article everyone will eventually have at least 1 risk factor. What is it?

_____

Which of the following is not a risk factor for George?

A George is underweight
B George leads a sedentary life
C George's job is demanding and his mother is nagging him to move out
D George has a few drinks to relax every evening

Health

Tutor's Idea Page for Medical Health Forms
This is an overview of skills tutors may need to teach their students

CASAS B / C AIM Basic & ESL Intermediate levels

Vocabulary

Illnesses:	flu	strep throat	measles
Diagnosis:	arthritis	emphysema	angina
Allergies:	Penicillin	aspirin	bee stings
Procedures:	by-pass	therapy	surgery / operation
Frequency:	occasional	reoccurring	chronic
Other:	contagious	major	strenuous
Cause:	accident	incident	overexertion
Treatment	outpatient	inpatient	emergency

Idioms / phrases (see ESL Miscellany for a comprehensive vocabulary and phrase list)
are you subject to ... run-down out- of- sorts under the weather

Abbreviations

TB	HIV	EKG	workmen's comp.
VD	AIDS	D&C	HMO

Knowledge what needs to be learned in this topic area

understanding what falls under the heading of illness, disability, condition, or procedure
spelling of prescription drugs/ & above vocabulary
understanding warning signs for certain conditions
understanding the health care system

Comprehensive Textbooks (on this topic) at LCLL

Life Skills for Today's World: Personal Health
FYI series

"Real -Life" Material Suggestions

drug store pamphlets
encyclopedias
health care policy literature
doctors' handouts
magazines health articles
health forms (accident, med. history, statements)

Evidence of Mastery

Student explained his / her own medical condition and treatment.
Student correctly filled out a medical history form.
Student correctly filled out an accident report.
Student had a conversation with tutor about his her health history.
Student wrote an essay about an interesting condition/ illness.
Student read and explained his / her health care coverage manual.

LANC.-LEB. FAMILY HEALTH CENTER

PATIENT'S NAME ENROLLMENT DATE

_____ _____/_____/_____

last first middle

Personal information (phone # , address, job, spouse's name, etc. may also be requested)

Insurance_____ _____

(company) (policy number)

Do you smoke? ☐Yes ☐No If yes, how many packs a week? _____
Do you drink alcohol? ☐Yes ☐No If yes, how many glasses a week? _____

Do you take any medication (include aspirin & over the counter drugs)? ☐Yes ☐No
If yes, complete the section below

Drug name Dose Reason (for taking it)

_____
_____
_____

Are you allergic to any medication? If yes, explain

_____

Please check (√) if you have had any of the following medical problems

AIDS
Allergies/ Hayfever
Anemia
Asthma
Back problems
Chicken Pox
Diabetes
Dizziness / fainting
Ear, nose and throat trouble
Frequent colds
Frequent headaches
German Measles
Heart Attack/ arrhythmia
High blood pressure
Kidney or urinary disease
Malaria
Measles
Mumps
Poliomyelitis
Recurrent diarrhea
Scarlet fever
Stomach trouble
Tuberculosis
Tumor / cancer / cysts

List any operations or procedures done and their dates

_____

_____

_____
signature date

Bill's Burger Barn

Form 51 B Employee Accident Report

Accident : Part 1

Employee Name Sally Baxter Report Date 3/10/86

Date (accident occurred) 3/7/86
Time (accident occurred) 6:45 P.M.
Location (in which accident occurred) seating area 3
Witness to accident Joe Cool (supervisor)
Cause of accident (How did it happen?) Sally stepped into some grease while she was cleaning tables , lost her balance, fell and hit her head on the table.

Describe the injury: Sally said she felt dizzy. She had a big red bump on her head and, she complained that her left leg hurt badly.

Treatment: Part 2

Health facility Lancaster General Hospital Emergency Room
Address 222 WillowValley Lake Drive, Willow Street
Attending physician Dr. Charles Simons
Treatment X-ray, cast on fractured left leg , pain med.
Date admitted 3/7/86 Date released 3/7/86
If employee was not referred to a medical facility for treatment, please explain

employee's signature *Sally Baxter*

What caused Sally to fall?

A. She was goofing off.
B. She got dizzy.
C. She tripped on a rug.
D. She slipped on something.

In which section can you find information telling what was done to help her ?

Describe the cause and effect of an accident you have had

Ask & answer 1 more question about Sally's accident

Reading a Medical statement

3/23/99 Acct# 1234 Ph# (717 -123-4567 **Receipt** From 00-00-00 To 9-19-99 Page 1
Ins. Co: American Insurance Policy # 34-7896 CoPay Coverage period : from 2/1/98-2/1/99

Jane Doe
203 Park St
Manheim, PA 17545

Health Center
300 Oak Ave
Manheim, PA 17545

Phys. Name: Gannett
Dr ID # 10-2456

Last Pmt: $55.00 on 3/23/98
YTD PPAY $128.00
YTD COPAY $64.00

Date	Patient	Procedure	Chg	Receipts	Chg Balance
3/23/99	Acct 1234	Hemogram	$15.00		
3/23/99	Acct 1234	Check- Personal Payment		$15.00	0.00
3/23/99	Acct 1234	Office visit	$40.00		
3/23/99	Acct 1234	Check-Personal Payment		$40.00	0.00
		Ttl. Balance	$55.00	$55.00	0.00
		Assigned Balance			0.00
		Personal Balance			0.00

This is a receipt for today's service., It is not a complete summary of service for the year

This patient...

A. owes money to her doctor
B. paid her doctor
C. has insurance that paid her doctor

The services and office vist cost

A. $15.00
B. $55.00
C. $64.00

Look up the prefix Hemo- in the dictionary. What would this test look at ?

Match the abbreviations with the whole word(phrase)

PPAY	Patient Paid	Pmt.	Physician
Ttl.	Year to Date	Phys.	Charge
YTD	Total	Chg.	Payment

UNITED STATES HEALTH CARE SYSTEMS OF PENNSYLVANIA, INC.

An Apple A day Health Maintenance Organization

Schedule of benefits

X Plan Group Name Lancaster Lebanon Human Services
Contract Holder Agreement Effective Date : January 1, 1998
Contract Holder Number: 6503-La
Contract Holder Location: 001

Benefits	Copayment	
OUTPATIENT BENEFITS		
Care Physician's Office Visit During office hour		
During office hours	$10	per visit
Non- office hours	$15	per visit
Well Child Care and Immunizations	$10	per visit
Specialist Physician Office Visit	$15	per visit
Out Patient Rehabilitation Office Visit	$15	per visit
First OB Visit	$15	per visit
Routine Gynecological Exam(s)	$15	per visit
Hospital Out patient Department Visit & Diagnostic Testing	$15	per visit
Outpatient Emergency Services	$35	per visit
Ambulance	$0	per trip
Urgent Care Facility	$35	per visit
Outpatient Mental Health Visit	$25	per visit
20 visits per 365 day period		
Outpatient Substance Abuse Visits		
Detoxification	$15	per visit
Rehabilitation		
60 visits per 365 days	$15	per visit
Outpatient Surgery	$0	per visit
Outpatient Home Health / Hospice Visits	$0	per visit
Injectable Medication	$10	per prescription
Prosthetic Appliances	$0	per item
INPATIENT BENEFITS		
Acute Care and Substance Abuse	$0	per admission
30 days per 365		
Mental Health		
maximum of 35 days per 365	$0	per admission
Maternity	$0	per admission
Skilled Nursing Facility	$0	per admission
unlimited days		
Hospice	$0	per admission
OPTIONAL BENEFITS		
Routine Eye Exam as per schedule	$15	per visit
Routine dental Benefits (children under 12)	$5	per visit
Lens Reimbursement (up to $35 per prescription)		
per 24 month period		

According to this policy

Routine services require a copayment.	yes	no
Outpatient emergency services are free.	yes	no
Drug addiction treatment is not covered.	yes	no

I would (not) want to have this policy because?

_____

_____

Employment

Tutor Idea Page for Reading Job Ads

This is an overview of skills tutors may need to teach their students

CASAS B,C,D AIM Basic Beginning, ESL Advanced

Vocabulary / Abbreviations

admin.- administration, administrative
agcy.- agency
a.m. - morning, before noon
appt. - appointment
co. - company
CDL - Commercial Driver's License
comm. - commission
cond. - condition
corp. - corporation
dept. - department
eqpt. - equipment
eves. - evenings
exc. - excellent
exp. - experience
ext. - extension
f.t. - full time
gen. - general
grad. - graduate
hosp. - hospital
hdqtrs. - headquarters
hr. - hour
hrly. - hourly
h.s. - high school
ind. - industrial
indiv. - individual
intvw. - interview
lic. - license
LPN - licensed practical nurse
M thru F - Monday thru Friday
mach. - machine, machinery
mech. - mechanical, mechanic
mfg. - manufacturing
mgmt. - management
mgr. - manager
mo. month
nec. - necessary
ofc. - office
oppty. - opportunity
pd. paid
perm - permanent
ph. - phone
p.m. - afternoon
pref. - preferred
p. t. - part time
refs. - references
req. - required
sal.- salary
tech. - technical
temp. temporary
wk. - week
wkly. - weekly
w.p.m. - words per minute
yr. - year
yrly. - yearly

Idioms / Phrases

fringe benefits
in person
general labor
shift work
on call
salary range
salary based on experience
pleasant working conditions
good interpersonal skills a must
valid driver's license
immediate openings

Knowledge what needs to be learned in this topic area

using job categories such as service, manufacturing, etc. to locate potential jobs
deciphering abbreviations
calculating possible salary and benefits
comparing working conditions
determining 1st step (call, send application, in person)
understanding needs (h.s. diploma, experience, training)
understanding job duties

Employment
Tutor Idea Page for Reading Job Ads (cont.)

Comprehensive Textbooks (on this topic) at LCLL

How to Find a Job
Reading Want Ads
Janus Job Planner
Life Skills for Today's World: The World of Work
Work-Wise

"Real -Life" Material Suggestions

newspapers
Job Center print-outs
ads on bulletin boards

Evidence of Mastery

Student compared 3 ads and located highest salary.
Student found 3 ads in paper that he/she was qualified for.
Student wrote job wanted ad to advertise his/her services.

Work Wanted

Baby-sitting in my home.
Lic. by PA Soc. Serv.
Avail. from 6am to 8pm
Call for appt. to visit.
Daisy's Daycare
566-7823

Student used ad information to set up an interview.
Student found 1 ad with his/her ideal working conditions.
Student wrote a want ad spoof for husband/wife/child/ pet.

example:

Wanted

Woman to cook & clean fish,
dig worms & make lures.
Must have good boat with motor.

Send inquiries with
picture of boat & motor to:

Daily News
Box 1084
Hunterstown, PA 17246

Reading Job Ads

A	B	C
Drivers Wanted Local refuse and recycling Company has immed. openings. CDL req. Pay $250-$400 per week (based on experience) ins. & pension provided after 3 mos. call between 8am - 5pm at 665-3585	**Chef wanted** Experienced chef needed to work full time at the Cozy Cottage. Ref. req. Competitive salary & benefits after 6 mos. Apply in person Cozy Cottage Route 76 Mt. Hope	**Exp. Sewing Operators** Earn as much as $9 / hr Dayshift only Overtime available Dilly Mills Carson St. Ephrata, Pa 733-4621

D	E	F
CDL Driver Class A Local construction Co. is seeking an exp. truck driver willing to work on the demolition crew. Hiring immed. $800 to $1,400 per month. Lucky Construction 295-5609	**$10 / hr.** FT short order cook. 2 yr. exp. req. Up to $10 /hr for qual. person. PT dishwashers $5.50 / hr to start. All shifts avail. H.S. / Col. students welcome . Apply in person. Sparky's Restaurant College St. Annville.	**Carpenters / Roofers** Must have PA driver's license, vehicle, and tools. Min. 2 yr. exp. $275 per week + ben. **General Laborer** will train $6.50 / hr Call 469-0096 and ask for Tom.

Which job requires that you own a vehicle? Ad A Ad F

Which of the ads requiring a CDL promises the highest salary ? Ad A Ad D

Which jobs do not require experience?

A Carpenters and Chefs
B Dishwashers and Cooks
C Drivers and Sewing machine operators
D General laborers and dishwashers

Which job requires references?

A Chef
B Cook
C Carpenter
D CDL driver

Employment

Tutor Idea Page for Job Applications

This is an overview of skills tutors may need to teach their students

CASAS B, C AIM Basic Intermediate, ESL Intermediate

Vocabulary

applicant	confidential	convicted	availability	agreement	qualifications
institution	physical	previous	recent	affect	authorize
pertinent	entry-level	military	defects	disabilities	convicted
falsification	dismissal	position	supervisor	personnel	handicapped
violations	misdemeanors		communicable		

Idioms/Phrases

I certify that	describe in full	grounds for dismissal
salary requirements	specified period of time	reason for leaving
not applicable	personal references	

legally able to be employed in the U.S. (green card)

Abbreviations/Symbols

EOE (Equal Opportunity Employment)	N/A (not applicable)	US
GPA (grade point average)	Mgmt.	# or No.

Knowledge what needs to be learned in this topic area

understanding the importance of following directions ("please print")
understanding the importance of precise language in answer to questions
understanding the importance of completing the form (use of N/A)
understanding the importance of legibility, neatness

Comprehensive Textbooks (on this topic) at LCLL

Work-Wise
Life Skills for Today's World: the World of Work
Essential Life Skills Series: What You Need to Know About Getting a Job & Filling Out Forms
Janus Job Planner

" Real-Life" Material Suggestions

real life applications (job, membership, scholarships, volunteer work, club)
children's applications for teams. scouts, etc.

Evidence of Mastery

Student prepared reference notes for completing an application (spelling & phone numbers)
Student successfully completed CASAS writing Form test.
Student filled out a mock application (from textbook or worksheet).
Student filled out a genuine application (job, fan club, team, etc.).
Student prepared a simple resume.

JOB CENTER Interview Intake Form

PART 1

SOCIAL SECURITY NUMBER | TODAY'S DATE | DATE OF BIRTH

LAST NAME | FIRST NAME | MI

STREET ADDRESS | CITY

STATE | ZIP CODE | AREA CODE | PHONE NUMBER

SEX
M - Male
F - Female

RACE/ETHNIC GROUP
1. White (nonhispanic)
2. Black (nonhispanic)
3. Asian
4. American Indian
5. Hispanic

DRIVER'S LICENSE
Y - Yes
N - No

TRANSPORTATION _____1. PUBLIC _____ 2. CAR _____ 3. NONE

VETERAN _____YES _____ NO

IF VETERAN, DATES OF SERVICE
FROM TO

DISABLED VET. IF YES, PERCENT OF DISABILITY
_____

HIGHEST GRADE COMPLETED (CIRCLE ONE)
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

UNEMPLOYED _____YES
_____NO REASON: _____LAYOFF _____TERM
_____QUIT

IF UNEMPLOYED: LAST DAY OF WORK _____

HANDICAPPED ____YES ____ NO If yes, explain _____

_____

WHAT SERVICE(S) DO YOU REQUIRE TO HOLD A JOB (CIRCLE)

BABY-SITTING TRANSPORTATION ADULT EDUCATION

SAN JOSE Foods, Inc.
Employment Application

Date _____

Name

_____

Home Address _____

Telephone No._____Social Security No. _____

Age _____ Date of Birth _____

IN CASE OF EMERGENCY, PLEASE NOTIFY: Name _____

Address _____Phone _____

Position Applying for:_____

Preference FT__PT___ Can do overtime ___ 1st shift____ 2nd shift ___ 3rd shift ___

Specify availability

	S	M	T	W	T	F	S
From							
To							

Date available?_____

Have you ever applied for a position with this Company? Yes _____No_____

If yes, when?_____

Were you ever employed by this Company? Yes _____No_____

If yes, what position?_____When_____

Do you have any physical disabilities which prevent you from performing certain kinds of work? Y N
If yes, Describe the disability and specific work limitations.

_____

Have you had (within the last 6 months) any communicable diseases? Y N
If yes, explain.

_____

Have you served in the military? Yes _____ No_____

EMPLOYMENT HISTORY: Give names and addresses of ALL PREVIOUS Employers, beginning with your most recent.
(If you are now working present employer and reasons for desire to leave must be included).
Account for all periods of unemployment.

Employers Name & Address	Kind of Work	Wages Per Hour	FROM Mo. Yr.	TO Mo. Yr.	Reason for Leaving

PERSONAL REFERENCES (Not former employers or relatives)

Name	Address	Phone Number

EDUCATION:

Name & Location of School	Years attended	Course of Study General : Special	Graduate?
Grammar School	to		
High School	to		
College or University	to		
Correspondence	to		
Other	to		

What machines can you operate?

_____

STATEMENT OF APPLICANT

I understand that any employment given me will be on a _____ day probationary trial basis. I hereby authorize_____ Company to make inquiry of any of my former employers or references, including credit bureaus and consumer reporting agencies, as to my experience, character, habits, mode of living, credit standing and reasons for leaving, and I hereby authorize my former employers to release such information to the _____Company. I agree to abide by the rules of this Company and notify this Company promptly of any change of address or telephone number. I certify that the above statements are true to the best of my knowledge and understandings. I understand that the making of false statements will be considered sufficient cause for immediate discharge upon discovery thereof.

_____ _____
signature date

Employment

Tutor Idea Page for Work Related Reading

This is an overview of skills tutors may need to teach their students

CASAS C, D AIM Basic, Beginning, ESL Advanced

Vocabulary

benefits	duties	safety	schedule	aptitude	customer
salary	priorities	vacation	tasks	co-workers	requisitions
policy	skill	inventory	client	interview	handling
leave	precautions	equipment	defective	accuracy	deductions
employee	orientation	commission	pension	authorized	scale
ability	raise		manual	insurance	qualifications
withholding	taxes				

Abbreviations

W-4 W-2 F.I.C.A. IRA S.S.#

Symbols

Idioms

Social Security	greencard	work related expenses	appropriate dress
fringe benefits	union dues	possibility of advancement	problem-solving
stress management	quality control	interpersonal skills	sexual harassment

Knowledge what needs to be learned in this topic area

understanding safety signs
understanding time sheets and calculating hours
reading work related diagrams and process sheets
reading employee manuals
understanding pay, benefits, withholding on stubs
filling out requisition forms, accident reports, work orders, inventory sheets

Comprehensive Textbooks (on this topic) at LCLL

Work Wise
On the Job
Life Skills for Today's World The World of Work
Speaking Up at Work (ESL)
WorkSkills 1, 2, 3 (ESL)

" Real - Life" Material Suggestions

time sheets	phone messages	requisition orders
checkoff lists	W-2, W-4	pay stubs
employee manuals	payment stubs	equipment labels
scales / machines	work orders	disability insurance

Evidence of Mastery

Student located gross pay, deductions, and net pay on his check stub
Student explained 5 (10) work related signs
Student filled in work related forms (time sheets, check lists, accident safety, requisition orders,)
Student role played asking for directions or clarification on a task
Student drew work stations and explained work process occurring at each

Reading work related materials

WEEKLY TIME CARD From 1/2/99 To 1/ 8/99

Employee's name Frank Griswald S.S. # 209-14-6534
Address 132 Prune Street, Lebanon PA 17042
Position Tailor Dept. _____

	A.M.		P.M.		overtime		Total Hours	
	in	out	in	out	in	out	regular	overtime
Monday	8	12	1	5				
Tuesday	8	12	1	5				
Wednesday	8	12	1	5	6	9		
Thursday	8	12	1	5				
Friday	10	12	1	7				
Saturday					1	3		
Sunday								
				Weekly Total				

Signature *Francis M. Griswald*

How many hours of overtime did Frank work ? _____

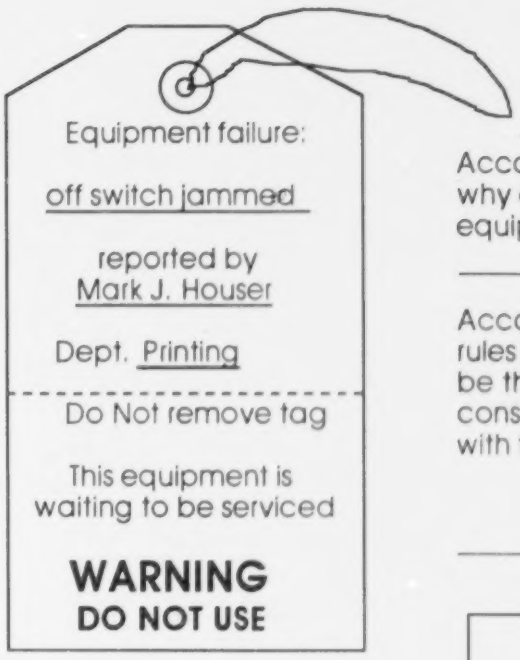
Hyde's Formalwear Reading PA			
Employee Griswald, Frank	Soc.Sec. # 803-24-6721	Gross salary $403.75	Net salary
Pay Rate / Hr. $8.50	Hours worked 40	Federal Tax $48.45	State Tax $13.00
Pay period 6 19 __ -6 28 __	Overtime worked 5	FICA $37.50	HMO Co-pay $40.00

If Frank gets time and a half for overtime, what was his overtime pay before deductions? _____

What term means pay before deductions are taken? _____

What is a synonym for take-home pay? _____

What is Frank's net pay? _____



According to this tag why can't this piece of equipment be used ?

_____

According to the safety rules below, what might be the consequences of constantly using equipment with this tag attached

_____

Is management exempt from these rules?

YES NO

Disciplinary actions might include:

A. a suspension
B. being fired
C. a raise
D. a fight
E. both A & B

Which word in rule 8 means the same as intentional?

_____

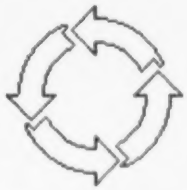
GENERAL SAFETY CONDUCT
For All Employees

The following offenses are among those which may be cause for immediate disciplinary action up to and including discharge:

1. Fighting
2. Possession or use of controlled substances.
3. Reporting to work under the influence of drugs or alcohol.
4. Carrying concealed weapons.
5. Horseplay.
6. Sleeping on the job.
7. Smoking in restricted areas.
8. Willful and/or repeated violation of the General Safety Rules.

Employee handbook pg. 43

Nonconforming Product
Identification Tag



Machine #: **45X** Dept. Kiln Shift 3rd

Lot # 1034006

Product description 10 " vase Run Color: ☐ red ☐ blue ☐ yellow ☐ green ☐ violet

Defect produced from: (choose one)

☐ RAW MATERIAL ☐ PRODUCTION ☐ STORAGE ☐ CUSTOMER RETURN

CHECK TYPE OF DEFECT

☐Chipped ☐Discolored ☐ bubbled
☐Cracked ☐Misshapened ☐other _____

Inspected by _____ Date _____

Order ☐ melt-down ☐ dispose of

You found out that all of the blue vases were fired too long in the kiln and most of them cracked when they cooled.

You are the inspector. Fill this out.

Graphics

Tutor Idea Page for Diagrams, Charts & Tables

This is an overview of skills tutors may need to teach their students

CASAS B, C AIM Basic Advanced

Vocabulary (will depend on topic of chart or table)

examples:	Science:	vertebrate	mammal	tree	compound	liquid
	History:	decade	century	invention	event	person
	Price:	dairy	produce	sedan	van	delivery
	Chore:	dishes	washing	dusting	vacuuming	mowing
	Family favorites:		pastimes	food	program	friends

Knowledge What need to be learned in this format

paying close attention to the place an arrow is pointing on a diagram
reading and interpreting headings on a chart (requires classification skills)
using a chart grid to locate information
following the sequence of arrows on a flow chart

Comprehensive Textbooks (on this topic) at LCLL

Let's Look It Up
Tables, Graphs & Charts
Number Power: Graphs, Tables, Schedules and Maps
Contemporary's Real Numbers: Developing Thinking Skills in Math (Tables Graphs ....)
Essential Life Skills Series: Reading Signs, Directories, Schedules, Maps, Charts & Graphs

"Real - Life" Material Suggestions

comparison charts (price)
science classification charts
family chore charts
fitness charts (weight and height)
gift giving charts
tax tables based on income levels
multiplication tables
sports statistics tables
electrical/plumbing diagrams
household appliance diagrams

Evidence of Mastery

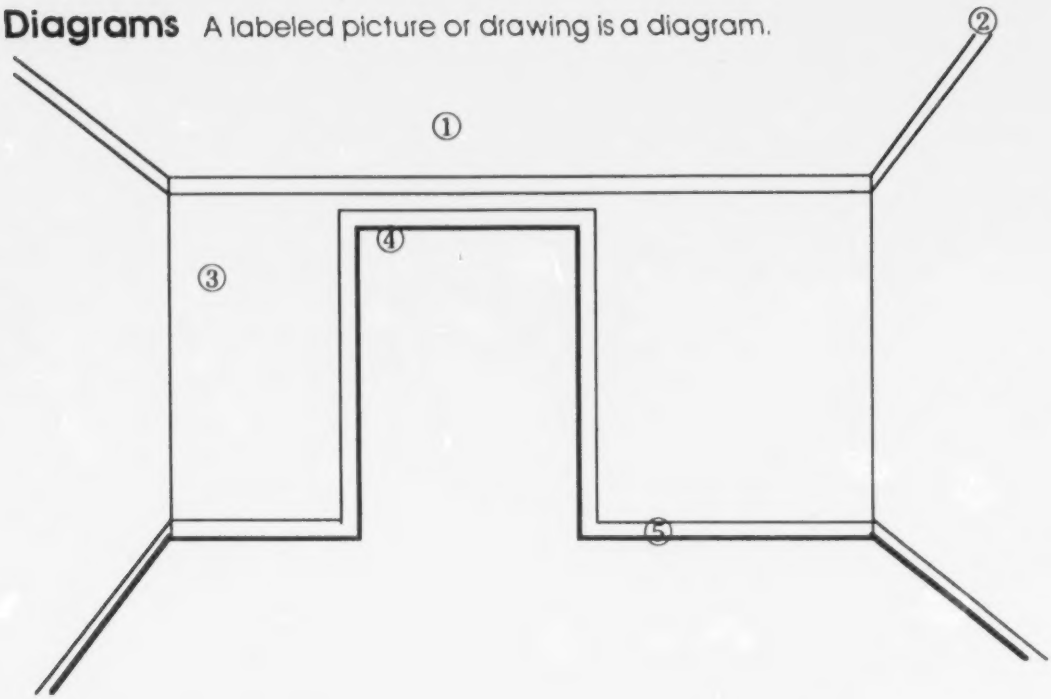
Student labeled a diagram of a (car engine, sewing machine, computer, camera, etc.).

Student created a chart about:
family issues: (baby-sitters statistics, gift ideas, chore responsibilities, likes / dislikes {food, music, leisure activities}).
work issues: (tool storage, personnel divisions, job schedules if jobs rotate).

Student explained process on a flow chart about (manufacturing, the making of a law, the planning of a wedding, going to court, etc.)

Student located information on a table (multiplication, element , tax, amortization conversion {metric to American standard, Fahrenheit to centigrade}).

Diagrams A labeled picture or drawing is a diagram.

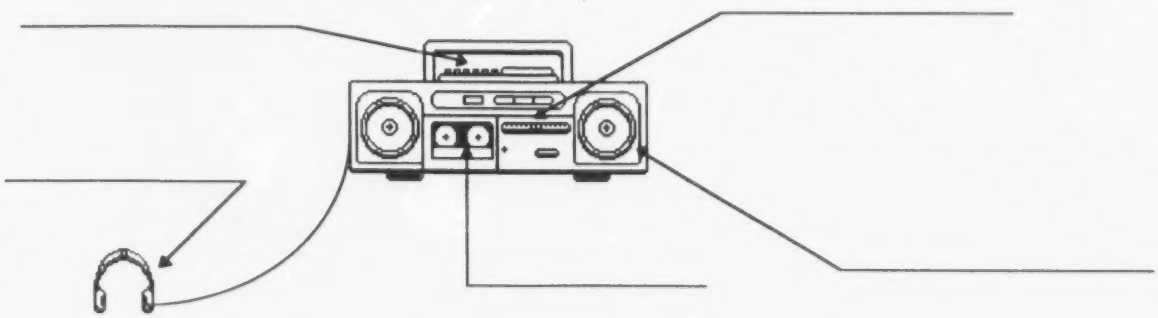


PAINTING A ROOM

Once the surfaces are prepped, painting the room in the proper sequence will make the job go easier and cut down on clean-up.

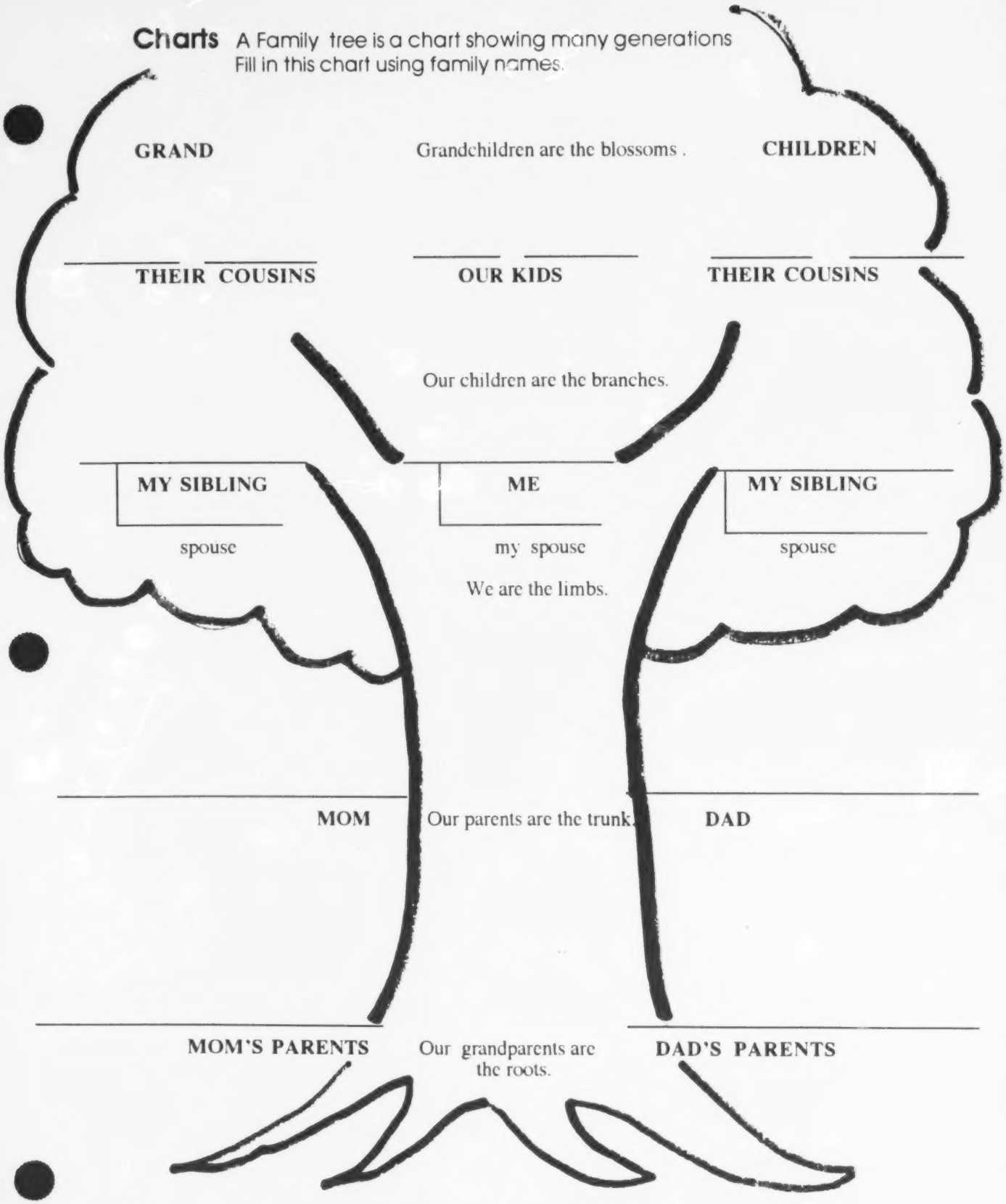
Start with the ceiling ① and then paint the ceiling molding ②. Next paint the walls ③ then the door and window trim ④. Finish the room by completing the baseboard trim ⑤.

Your Turn - Label this A/V equipment



CONTROLS SPEAKER TAPE-PLAYER HEADSET RADIO

Charts A Family tree is a chart showing many generations
Fill in this chart using family names.



GRAND

Grandchildren are the blossoms .

CHILDREN

_____ _____
THEIR COUSINS

_____ _____
OUR KIDS

_____ _____
THEIR COUSINS

Our children are the branches.

MY SIBLING
_____
spouse

ME
_____
my spouse

MY SIBLING
_____
spouse

We are the limbs.

_____
MOM

Our parents are the trunk.

_____
DAD

_____
MOM'S PARENTS

Our grandparents are the roots.

_____
DAD'S PARENTS

Those roots have even smaller fibers that are like our oldest ancestors

Charts are ways to organize information so that you can see what you want at a glance. Items in the charts can include pictures, words and numbers.

A Gardening chart

Herb Name	light	Seed Depth	Seed spacing	Row spacing	Days to maturity
Basil	Part/full sun	1/4"	1-2"	18-24"	80-90
Chives	full sun	1/4"	1-2"	18-24"	60-70
Coriander	full sun	1/4"	3"	12"	30-60
Lavender	full sun	1/4"	scatter thin to 3"	12"	2 years
Parsley	full sun	1/4"	scatter thin to 3"	12"	30-60

How are planting instructions for these herbs alike? _____

Which herb can tolerate some shade? _____

Which herb takes the longest to mature? _____

Some seeds are so tiny that they can't be easily handled or spaced. How do they need to be sown? _____

Design your own chart use a ruler to make columns on unlined paper. You can decide how wide each column will be.

Make a gift giving chart like this. Add rows for other people.

Name	Birth day	Shirt or blouse size	Pants size	Shoe size	Favorite			
					Symbol	Hobby	Team	Gift
Grace	7/23	Med.	12	6 N	teddy bear	gardening	Orioles	jewelry

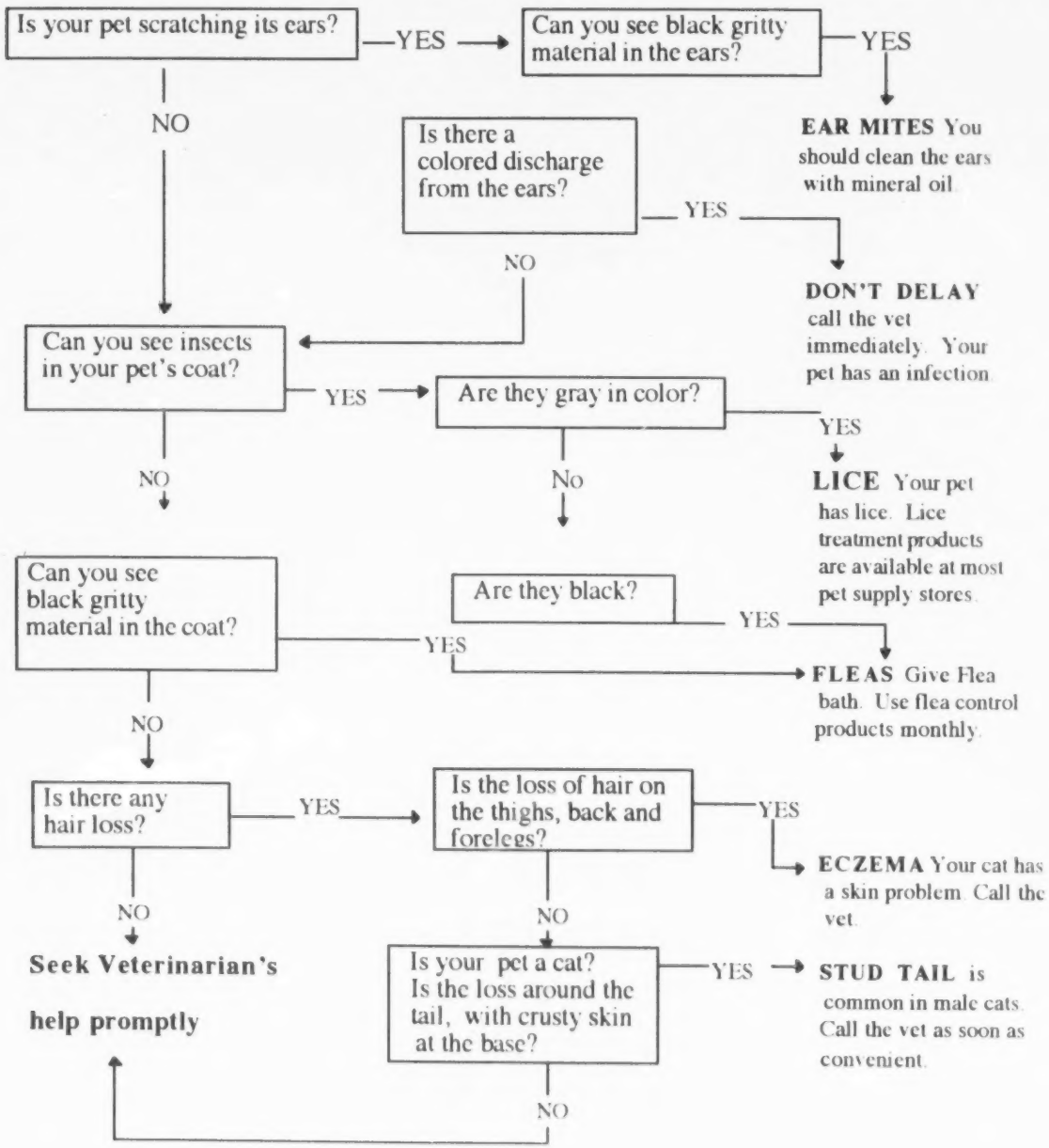
Make a pet evaluation chart like this. Add more rows for other breeds.

breed	size	coat	temperament	health problems	needs
Boston Bull Terrier	20-40 lb.	short	good with kids	hip displacement	some exercise happy indoors

Flow Chart

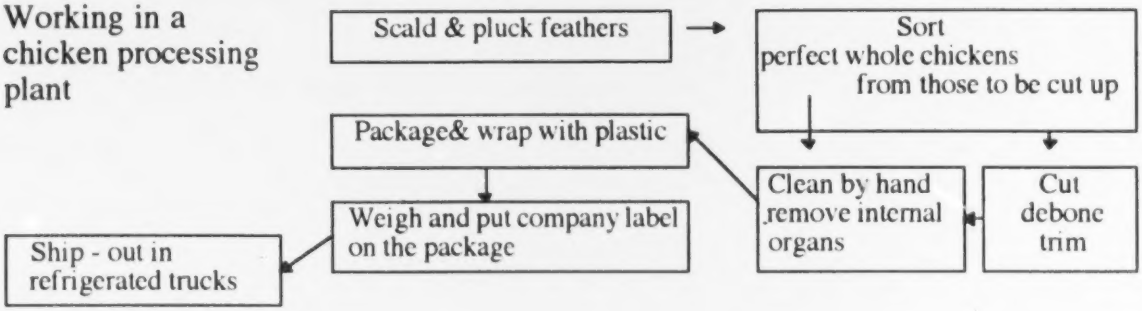
My pet is persistently scratching itself. What should I do?

It probably has a skin problem or a parasitic infestation. In general these problems aren't serious, but prompt attention is important for your pet's comfort.


Is your pet scratching its ears?
YES
Can you see black gritty material in the ears?
YES
EAR MITES You should clean the ears with mineral oil
NO
Is there a colored discharge from the ears?
YES
DON'T DELAY call the vet immediately. Your pet has an infection
NO
Can you see insects in your pet's coat?
YES
Are they gray in color?
YES
LICE Your pet has lice. Lice treatment products are available at most pet supply stores.
NO
No
Can you see black gritty material in the coat?
Are they black?
YES
YES
FLEAS Give Flea bath. Use flea control products monthly.
NO
Is there any hair loss?
YES
Is the loss of hair on the thighs, back and forelegs?
YES
ECZEMA Your cat has a skin problem. Call the vet.
NO
NO
Seek Veterinarian's help promptly
Is your pet a cat? Is the loss around the tail, with crusty skin at the base?
YES
STUD TAIL is common in male cats. Call the vet as soon as convenient.
NO

Flow charts are used to show things that happen in a particular order

Working in a chicken processing plant


Scald & pluck feathers
Sort perfect whole chickens from those to be cut up
Package& wrap with plastic
Clean by hand remove internal organs
Cut debone trim
Weigh and put company label on the package
Ship - out in refrigerated trucks

Make your own flow chart for:

doing the laundry

Wash | Sort | Fold | Dry | Iron | Gather clothes from all the rooms in the house

kids' after-school activities

Play | Change clothes | Snack | Eat supper | Do homework | Do chores

changing a tire

put on new tire | check for spare uh - oh ! | remove lug nuts | buy a tire | jack the car up

take off hubcap | put jack in trunk | replace lug nuts | take off flat tire | say, oh darn it!

find the lug nuts | Call AAA | put on the hubcap | loose the lug nuts

Cut and rearrange these blocks. Glue on another paper. Draw arrows where needed.

Or - draw a flow chart that shows what you do at work.

TABLES are quick ways of finding important bits of math oriented information. Students need to practice following lines down and across to get the information they need.

Multiplication Tables									
1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90

Answer these:

5 ✖ 7 =

9 ✖ 3 =

__ ✖ 5 = 35

1 ✖ __ = 7

48 ÷ 6 =

Often stores make sale price tables , to make it easier for clerks to mark the new price on sale items.

Sweater Type	V neck		Vest		Cardigan	
	Cotton	Wool	Cotton	Lambswool	Cotton	Cashmere
Regular Price	$49.99	$69.99	$35.99	$49.99	$69.99	$110.99
Sale Price (10% off)						
Sale Price (20% off)	$40.00	$56.00	$28.00	$40.00	$56.00	$88.80
Sale Price (25% off)						
Grand Sale (50%)						

Use a calculator or compute the figures for a 10% (25% or 50%) off sale. Write the answers in the boxes on the appropriate line.

After examining a table for a while, you can usually predict whether the next number will go up or down.

As the % off goes up the cost of the sweaters will

A. go down.
B. stay the same.
C. go up.

Ask each other questions about the cost of the sweaters above.

A Conversion Table

Conversion of inches to feet					
# of inches	2	4	6	8	10
What fraction of a foot	$\frac{2}{12}$	$\frac{\quad}{12}$	$\frac{\quad}{12}$	$\frac{\quad}{12}$	$\frac{\quad}{12}$
reduce it	$\frac{1}{6}$				
get a total	$7\frac{1}{6}$				

Choose a problem to solve
Finish the table that goes with it.

Use the table to solve the problem.

You plan to remodel your kitchen and replace the countertops:
You want high quality material which is very expensive, so you can't afford extra length. Your counter is exactly 7 ft and 4 inches long. If you must order by the foot and they will sell fractional parts, how much will you order? _____

Conversion of inches to yards					
# of inches	4	8	12	18	24
make a fraction of a yard	$\frac{4}{36}$	$\frac{\quad}{36}$	$\frac{\quad}{36}$	$\frac{\quad}{36}$	$\frac{\quad}{36}$
reduce it	$\frac{1}{9}$				
add it to a whole yard to get the total	$1\frac{1}{9}$				

You work at a fabric store and sell cloth by the yard:
A customer wants to buy enough cloth to make a curtain that is 36 inches long . She knows she needs some extra fabric for the top and the hem . How much should she ask for if she needs 12 extra inches?

_____

Graphics

Tutor Idea Page for Interpreting Graphs

This is an overview of skills tutors may have to teach their students.

CASAS C, D AIM Basic, ADV

Vocabulary

quantities	bar	circle (pie)	units	items	compare
categories	line	pictograph	represents	data	approximately
increase	decrease	statistics	figures		

Symbols

%

Knowledge What needs to be learned in this topic area

understanding quantities using unit scales and half units (1 unit = 5)
comparing information on a double line graph
understanding how to calculate % on a circle graph
understanding negative numbers on a bar graph

Comprehensive Textbooks (on this topic) at LCLL

Let's Look It Up
Tables, Graphs & Charts
Number Power: Graphs, Tables, Schedules and Maps
Contemporary's Real Numbers: Developing Thinking Skills in Math (Tables Graphs ....)
Essential Life Skills Series: Reading Signs, Directories, Schedules, Maps, Charts & Graphs

"Real - Life" Material Suggestions

newspapers (health, money)	workplace statistics
Consumer Reports Magazine	budgets
profit/loss sheets	performance ratings

Evidence of Mastery

Student created a picture graph. Ideas : average # of hours of TV viewed , weekly chores done, pizzas consumed , by each family member

Student collected statistics over the period of a month and charted them on a bar graph.
Ideas: daily temperature graphs, change in pocket at the end of each day,
calories consumed daily, # of sit-ups done each day

Student created a pie graph. Ideas: monthly income, monthly expenditures,
age groups of people at the swimming pool, at church, at the mall on a given day

Student located highest/lowest category on a given graph.
Student found equalities on a given graph.

Picture Graphs

Name **Pies Eaten at the Kutztown County Fair**

Arnold, Harry	
Arnold, Mark	
Houser, Betty	
Houser, Bob	
Houser, Fred	
Weaver, Alma	
Weaver, Clyde	
Weaver, Junior	

Weaver, Ralph **Disqualified - was on hunger strike**

Who won the pie eating contest at the county fair? _____

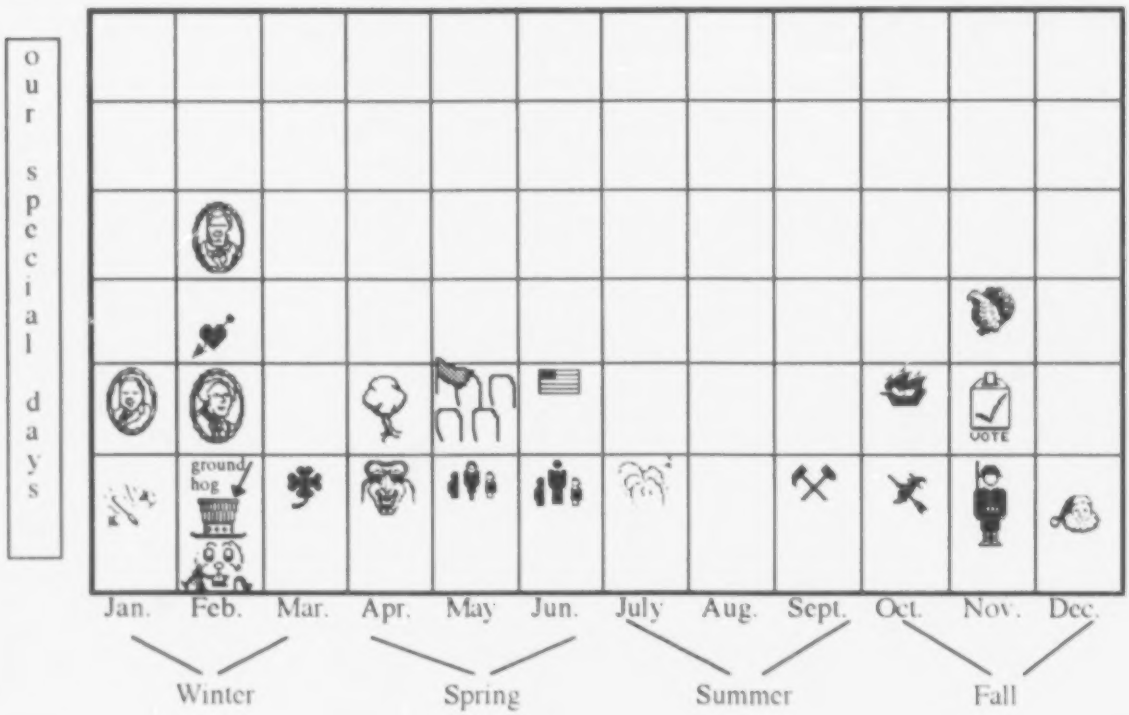
Who ate the least? _____

Who tied for secong place? _____

How many pies did Junior eat? _____

If each pie on the graph represented 3 real pies, then now many pies did Junior consume? _____

Picture Graphs



Put family birthdays & anniversaries in the correct columns.
Put the religious holidays you celebrate in the correct columns.

Then answer these questions.

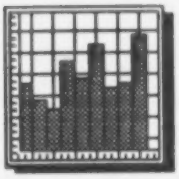
Which month has the most special days & holidays? _____ How many? _____

Which month has the least special days and holidays? _____ How many? _____

Do some months have the same number of special days and holidays?
Which ones? _____
How many? _____

Which season is the busiest for your family? _____

How do you cope with busy times? _____



Bar graphs COLOR IN A BAR FOR EACH ITEM IN THE CATEGORY.

QUANTITY

CATEGORY

Make your own Bar graph using family data.

- Write the category name on the shaded spaces going across the bottom.
- Write the numbers on the shaded spaces going up the left side. If you are using large numbers you will have to use a scale. [each ☐ represents 5 items, so you number 5, 10, 15, 20, from bottom to top]

Ideas:

How much laundry do you do for each family member per week?
(names across the bottom, # of laundry items on the left) You many need to use a scale.

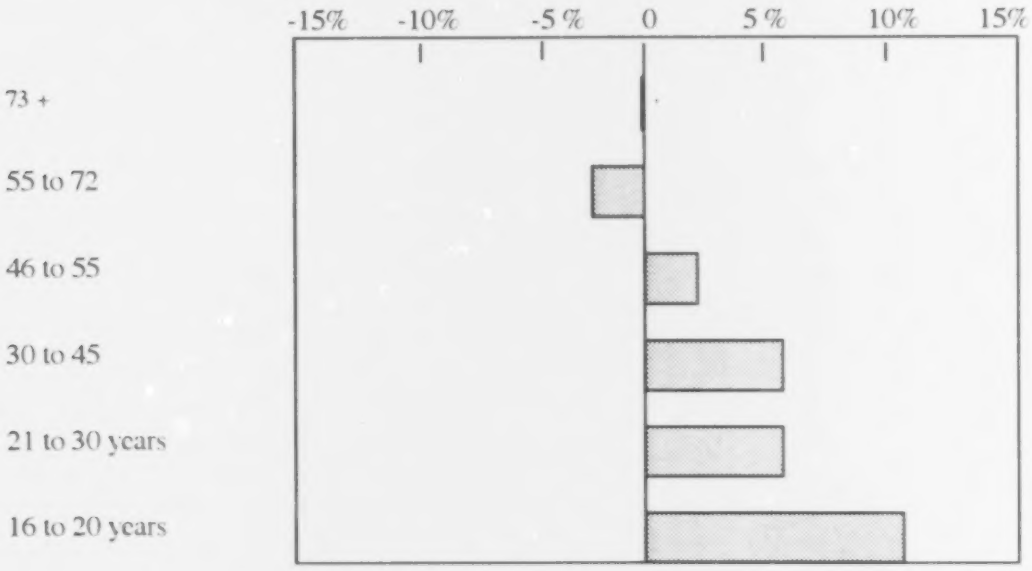
How many TV hours does each family member view daily (weekly)?
(names at bottom, # of hours watched at left)

Which child has the most toys (items in his/her collection)?
(names at the bottom, # of toys on the left)

How many telephone calls do you get each day of the week?
(weekdays at bottom, # of calls at left) double bars could show legitimate calls vs nuisance calls or calls to head of house vs calls to kids

Bar graphs can showing negative statistics, too

A major clothing company looked at their athletic shoes sales figures in 1995 and again in 1998. They surveyed buyers to see which age group was buying at a higher percentage than before. Here are their results.



Which age group saw a negative growth? _____

By what percentage did the 21 to 30 year old buyers increase? _____

Which age group saw no change? _____ Why? _____

_____

Which age groups are neck to neck? _____

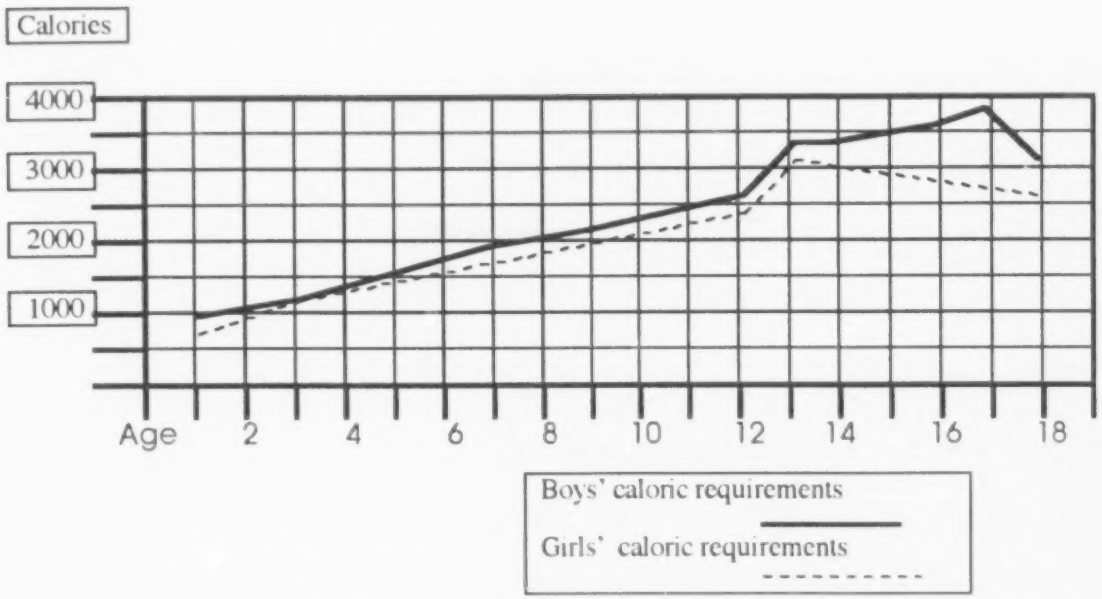
If you worked for the company, and wanted to turn the negative sales around, would you advertise with models who are

A. Teens
B. Middle Aged
D. Senior Citizens (Elderly)
E. Young Adults
F. Young Retirees

From this information, would you conclude that middle aged people are more or less active now than a few years ago?

YES NO

Line Graph Calories required per day by boys and girls



Which of the following statements are true?

A. Calorie requirements for both boys and girls have similar rates of increase until after the age of 12 or 13.

B. Boys generally require more calories than girls.

C. Eighteen year olds require fewer calories than 13 year olds.

D. At the age of 3 the requirements for boys and girls are identical.

E. All of the above are true.

At what age are boys' and girls' calorie requirements most different?

A. 5
B. 10
C. 15
D. 17

Use graph paper to make your own line graph.
Ideas: mileage per day on long trip, daily spending, weight loss/gain

Circle or Pie graphs

To understand these you need to understand fractions and percentages.

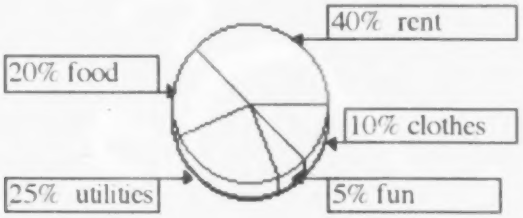
This graph represents equal parts. Each is called a 4th or 25%.

Now each part is an 8th or 12.5%.

We can divide a pie graph into 100ths or 1% slices, but they would be very hard to see.

Pie graphs are used to show unequal parts for better comparisons.

All parts of a pie must add up to 100%



Look at the pie graph above showing how one family spent their earnings.

Where did they spend most of their money ? _____

Where did they spend the least? _____

Did they spend anything on health care? _____

If their rent increases by 5% what would you suggest they cut? _____

Which item is a fixed cost? _____

On which items could they try to cut their expenses? _____

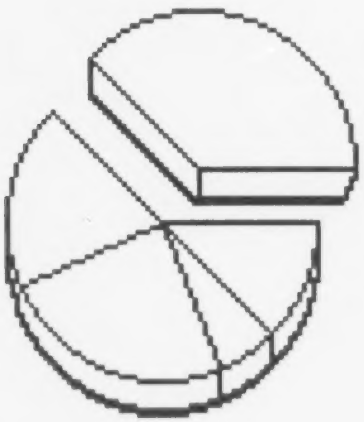
Pie Graphs

Chose one of the graph topics and label the Pie graph below using thosecategories & these percentages (5%, 10%, 20%, 25%, and 40%)

A Family's TV viewing habits They have 3 TV sets	
4 a day	Soap operas
1 a day	News
2 a day	Sports
5 a day	Sit-Coms
3 a day	Drama

Grocery bag contents

10 lbs. prepared foods
2 lbs. fresh meats
4 lbs vegetables
6 lbs. snack foods
12 lbs pet food



This is how a teenage girl spends her money in one week.

clothing	$49.99
cosmetics	$4.50
jewelry	$34.00
movies	$10.00
loan to boyfriend	$25.00

The personnel directory at work shows.

9 foremen
1 CEO
15 skilled workers
3 supervisors
25 semi skilled workers

The Literacy Council of Lancaster-Lebanon, LVA
Competency Based Skill Integration Training

Resource Manual Survey

Please give us your feedback on this resource guide. We want to make it useful for you and your student. Please answer the questions, fold the sheet into thirds, tape closed, affix stamp, and mail. Your input is very much appreciated.

1. How will you use this resource manual? (you may check more than one answer)

___ Read the guide before beginning to use it.

___ Read parts that I think may be relevant to my student.

___ Refer to it as I needed.

___ Use it in my lesson planning.

___ Other:

2. What is "best" about this resource manual?

3. How could this resource guide be changed to help it be a more useful resource manual?

4. My position is : ___ paid instructor ___ volunteer tutor ___ program coordinator

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The Literacy Council of Lancaster-Lebanon
38 W. King St.
Lancaster, PA 17603

COMPETENCY-BASED SKILL INTEGRATION TRAINING

A Staff Development Mini-Grant of the Literacy Council of

Lancaster-Lebanon, LVA

98-8012

Project Director: Mary Hohensee
Resource Manual Author: Catherine Roth
Report Covers Fiscal year 7/1/97 - 6/30/98
The Literacy Council of Lancaster-Lebanon, LVA
38 W. King St. Lancaster, PA 17603
(717)295-5523
Grant Amount $5,000
Contract No 99-8012

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Project No.: 99-8012

ABSTRACT PAGE

Title: Competency-based Skill Integration Training (CSIT)

Grant Recipient:

The Literacy Council of Lancaster-Lebanon, LVA
38 West King St.
Lancaster, PA 17603
Program Name: (same above)

Grant Allocation: $5,000 mini-grant

Project Period: July 1, 1997 to June 30, 1998

Project Director: Mary Hohensee, Executive Director

Project Purpose: CSIT was an agency-based staff development project to train both paid staff and volunteer tutors to enable them to integrate CASAS (Comprehensive Adult Student Assessment System) as an assessment and curriculum tool.

Project Outcomes:

To fully integrate CASAS as a key component of staff and tutor inservice training; to provide CASAS inservice training for current staff and tutors; and to develop a resource manual to assist tutors in linking task and skill competencies.

Impact:

Fifty-one percent (126) of the tutors who were active during the project year have attended training CSIT training . The other forty-nine percent chose to receive the resource manual and use it to develop lesson strategies. Ninety-eight percent of the tutors who attended the workshop felt it gave them training which would help them create lessons and instructions which would help them be more effective literacy tutors. Tutor training has been redesigned to incorporate a skills- based approach. All volunteers will receive this component as part of the preparation to become a tutor. The Council tracked fifteen students whose tutor had participated in CSIT. In phone contacts, all students stated that they felt they were learning more that they could use in their daily lives. Twelve showed measurable progress when post tested at year end.

Product or Training Developed:

A resource manual to help staff/volunteers link task and skill competencies.

A workshop model which was presented as an inservice and then became part of the core tutor training module conducted by the Literacy Council.

Products Available From:

AdvancE at the PA. Dept. of Education, Western PA Adult Literacy Resource Center, and The Literacy Council of Lancaster-Lebanon, LVA

Project Continuation and/or Future Implications:

The CSIT Project has been integrated into our core-training program, and it will continue to benefit volunteers who are trying to find methods to make lessons relevant to adult literacy students. Resource manuals will be made available to all tutors who request a copy.

Conclusions/Recommendations:

It is our belief that projects such as this are necessary to continue to make the link between what is taught and how we evaluate student progress. The Council was able to build on work that was being done by Greater Pittsburgh Literacy Project. Project AIM, which was developed by them, provided a starting point for how we would develop our training and integrate literacy tasks with skill competencies. We informed them about our project and agreed to be a site for presentation of their AIM workshop.

The challenge was to keep the resource manual and the training focused on working with the basic literacy student, but also include provide information that would be useful as students progress. The key to success of this project is to have the training team, assessment team, and project director share ideas and provide input to the process at any time. This can help keep such a project new and innovative.

Given the large topic of adult competencies, it might be helpful to produce smaller manuals rather than one large manual.

INTRODUCTION

This report would be most useful to Literacy Programs that are struggling with linking competencies to the embedded skills. This report addresses the steps the Literacy Council of Lancaster-Lebanon, LVA took to help volunteer tutors use the CASAS assessment tool to provide direction in instruction.

During the 94-95 program year, the Literacy Council of Lancaster-Lebanon (LCLL) piloted use of the Comprehensive Adult Student Assessment System (CASAS). This was done as a means to assess learner skills and as a tool to help volunteer tutor/student teams set realistic short and long-term goals. Implementation of CASAS took place during the 95/96 program year.

However, the assessment and instruction were not parallel, and the LCLL determined the need for a new approach by talking to our volunteer tutors. Seventy-two percent of tutors surveyed stated that they needed direction in helping students set realistic goals.

The staff of the LCLL also looked at program data and discovered that fifty-nine percent of students who left the program before reaching any goals had demonstrated difficulty in goal setting. During the intake interview, these adults had stated that they wanted to read better, but they had difficulty determining how this would impact their daily lives.

CASAS provided clear and useful information for tutors to use with the adults; however the competency information needed to be linked to the appropriate literacy skill. The linkage had to also be presented in a way that would be easy for tutors and students to take and use immediately.

The Council decided updated training was the key. The LCLL understood that paid staff and volunteer tutors required training in the comprehensive use of CASAS as an assessment and curriculum tool.

All the program personnel played an important role in the success of this project, but the key personnel were Mary Hohensee, executive director of LCLL and project director, and Catherine Roth, student coordinator, and author of the resource manual.

This project was begun in August 1997 and completed in June 1998. The training will continue as part of our core-training and the resource manual will be made available to current and new volunteer tutors.

STATEMENT OF THE PROBLEM

This project addressed the issue of the how to provide training for staff and volunteer tutors to help them link the information gained in CASAS to the instruction. Although we had provided basic information regarding CASAS, tutors were experiencing difficulty in linking task competencies to the embedded skills. Since goal setting for adult students is a key component of our program, it is imperative that any information gained in assessment be used to help the students determine what skills they wish to improve and how these goals are affected by their literacy skills.

But how would the LCLL help tutors understand this important linkage? We saw training as the key. The goal of Competency-based Skill Integration Training (CSIT) was to train both paid staff and volunteer tutors in the comprehensive use of CASAS as an assessment and curriculum tool.

The objectives that were set for the project were as follows:

- To fully integrate the CASAS package as a key component of core tutor training;
- To provide CASAS in-service training for all existing staff and volunteers which focuses on linking task competencies to the embedded skills;
- Develop CASAS Resource manual to assist staff/volunteers in linking task and skill competencies.

PROCEDURES

Initially, we determined the need for this project by surveying tutors and analyzing adult student needs. Volunteer tutors told us that they needed help in tying literacy skills to the students daily life. Was the ability to alphabetize as important to the student as being able to fill out a job application? What did students need and how was this tied to their initial assessment?

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The staff also knew from program data that fifty-nine percent of the students who left the program before reaching a goal had exhibited difficulty in setting goals with their tutor. These initial findings were the basis for the project.

OBJECTIVES AND HOW THEY WERE MET

The project director started with the objective to make available CASAS training to all existing staff and volunteers which focuses on linking task competencies to the embedded skills.

Program staff formed a team to look at tutor information from our annual interview with tutors. These interviews from the past program year were reviewed to determine specific problems tutors were having in linking task and skill competencies.

It was not known when the project was initially developed that the Greater Pittsburgh Literacy Council was working on a skills-based approach to teaching literacy skills. We communicated with them about their project, and we became one of the sights that they used to present the training module.

Using this as a starting point the "team" developed a tutor inservice to provide a "hands-on opportunity to share information gained. This way they were training themselves through the development of an inservice.

However, the team realized that an inservice training would be able to reach only a percentage of the tutors who could benefit from the instruction. It was decided that sections of the "Tutor Tips" newsletters would contain a section on competencies and how to work with this type of instruction. This proved beneficial to tutors, because if they missed one issue they could pick up ideas from another issue.

Another strategy was to distribute the resource manual to the active tutors who could not attend training sessions and allow them to review the information at their own pace.

The team had planned to meet quarterly, but instead met monthly at our program meetings and dedicated a portion of the meeting to a discussion of the project. Clear communication regarding problems is necessary in an agency based staff development

project. If you don't use the talents of a team to create training specific to the agency's needs, it would be more cost effective to buy a training module. The ability to customize training based on the specific volunteer needs makes agency-based training unique and useful.

The team, led by the project director, addressed the objective of integrating the CASAS package as a key component of the core tutor training. The inservice module that had been developed by the team was revised to fit into core training. The inservice is designed for those who have actively been working with an adult literacy student. This initial training is before instruction has begun.

This was more difficult than first anticipated, because it involved redesigning the entire module on goal setting and lesson planning. We were able to use aspects from the AIM project mentioned earlier, but it involved working from the ground-up to design what works with an inexperienced tutor.

The same evaluation form was used for the workshop and the inservice. After we presented the workshop as part of our core training the first time, we needed to remove exercises and give tutors more time to complete the other practice techniques. We had received feedback from participants that we were hurrying them and that too much information was presented with not enough time to practice what was being learned.

At the time of this report, we have been able to compare the pre-training CASAS scores with post-training CASAS scores with a very small percentage of our total population. This results from the time to design and implement training and the fact that all students are not post tested in our program due to hours of instruction and early withdrawal from the program.

This year we were able to track fifteen students whose tutors had received training and had used the resource manual. Twelve of the fifteen students had measurable gains on the CASAS test when post-tested. The other three were able to master at least one of the skills as outlined in the resource manual. It is understood that this does not provide statistically

significant information. We will also never be able to draw the conclusion that all progress is the result of tutors receiving this additional training, because many factors affect student gains. However, if the instruction is more closely related to the testing of students, helping tutors instruct in this manner should affect test scores.

The final objective for the CSIT project was the development of a resource manual which could be used by staff/volunteers to help them link task and skill competencies. This manual utilizes information that is tested as part of CASAS and then shows how to build ability in these areas using the imbedded literacy skills. The checklists that were obtained from the Greater Pittsburgh Literacy Council as part of Project AIM are included in this resource manual.

This manual has already been edited three times based on feedback from a tutor panel, students, and individual tutors. We used an evaluation survey for the tutors and staff, but feedback from students needed to be communicated face to face due to difficulty in reading some of the material. Although, the resource manual is meant to help tutors be more effective in the tutoring session, the team believed that feedback from persons directly affected by the instruction was important. Questions such as "are these skills you need for your daily life", "which areas are most important for you", and "do you think this could be helpful for your lessons" were asked of the students.

The LCLL has taken the referencing system provided by CASAS and referenced the materials in its adult literacy library. However, instead of using the detailed numerical system that CASAS employs, the Council uses a color dot system that refers to certain competencies. Tutors have informed the Council that this has been a very helpful way to gain access to materials and that it helps them find what they need more quickly.

Results and Impact

This project was designed so the objectives could be met within the program year. The resource manual was a key part of this project and much of the success hinged on its development. It took about 25% more time to develop than was planned, because we

continued to revise it. This resource manual will become part of our library at LCLL and new tutors will be given a copy a part during core training, so the material will be an integral part of tutor training.

As discussed before, when the LCLL developed the CSIT project, pre-training CASAS scores could be obtained and compared to post-training CASAS scores. Although we trained fifty-one percent of our volunteer tutors, the timing of the training and the subsequent post-testing of students didn't coincide well. We were only able to post-test fifteen students whose tutors had received this training. This gives us an insight into the effectiveness of the training, but doesn't provide a strong statistical basis for this training.

The most difficult part of providing training for volunteer tutors is the need for flexibility in times and locations. Tutors want to tutor, but often do not want to sit in staff development sessions learning how to do their work more effectively. Training must maintain that delicate balance between fast and substantive. Volunteers are a population that come and go. The Council conducted the workshop on ten occasions at a variety of locations, dates and times.

Evaluation

To evaluate the workshops and the resource manual, a formal survey was developed and distributed with the materials. One-hundred percent (125) of the workshop attendees completed an evaluation. Ninety-eight percent were extremely favorable, and two percent had criticisms regarding the presentation being too rushed and they wanted more time to practice techniques. The workshop has been modified to address this suggestion.

We have only received twelve resource manual suggestions and all rated the resource manual good or excellent in meeting their needs. Fifty percent of the respondents stated that they would have liked the resource guide to have more space and be less crowded. We will make modifications to the manual during the current program year.

The final evaluation of effectiveness of this project can not take place during this program year, because it will be the result of better trained tutors using techniques that link

what students want and need to the basic literacy skills. The result should be students learning what they need to be more effective citizens, parents, and employees.

Since CASAS is a competency-based assessment tool, the end product should be better adult students scores. However, it is understood that adult students often have a variety of barriers to learning and standardized test scores are one way of showing improvement. When tutors can link task and skill competencies, students are also able to demonstrate mastery of skills which can be documented. This can help both the student and tutor realize progress even though it may not be demonstrated through an increased CASAS test score.

DISSEMINATION

The resource guide is the product that would be most useful to other programs. Copies of this resource guide can be obtained by contacting:

AdvancE State Literacy Resource Center
333 Market St. 11th floor
Harrisburg, PA 17126-0333
(800) 992-2283 in Pennsylvania
(717) 783-9192 from outside PA
Fax: (717) 783-5420
or
Western Pa. Adult Literacy Resource Center
5347 William Flynn Hwy. Rt. 8
Gibsonia, PA 15044-9644
(800) 446-5607 ext. 216 in Pennsylvania
(412) 961-0294 ext. 216, from outside PA
Fax: (412) 443-1310

CONCLUSIONS AND RECOMMENDATIONS

The Literacy Council of Lancaster-Lebanon believes that projects such as this are necessary to continue to make the link between what is taught and how we evaluate true progress and impact on adult students. This project was made easier, because we were able to use work that was being done by the Greater Pittsburgh Literacy Council and expand on it.

Although the core-training will be used constantly in our program, the resource manual is the lasting product of this project. It can reach so many more people than a scheduled workshop.

One of the difficulties of a resource manual is to keep it focused and not too much information. Our manual had to meet a variety of skill levels, because as we know, adult literacy students often have a very inconsistent pattern of skills. We wanted the manual to remain useful for a tutor and student even as a student progresses.

It may be useful for someone attempting such a project to break the manual into smaller pieces related to competencies. In essence to create more competencies packets rather than one entire manual.

THE LITERACY COUNCIL of Lancaster-Lebanon

WORKSHOP EVALUATION

This workshop is a pilot program. Your comments, reactions, and criticisms are valuable feedback to us. Please take the time to tell us your opinions. Thank You!

	very good	good	fair	poor
Do you have an understanding of the methods explained and practiced in this workshop?	4	3	2	1
Was the student-tutor "role playing" of methods discussed effective?	4	3	2	1
Was the presenter organized and prepared?	4	3	2	1
Were questions answered clearly?	4	3	2	1

Was the presentation rushed or too drawn out?
_____

Would you have liked more information about any specific area that was discussed in this workshop? If so, please specify._____
_____
_____

Have you had a situation come up with your student that was not discussed in the workshop that you feel should have been? If so, please elaborate._____
_____
_____

What could have been done to better prepare you for the workshop?_____
_____
_____

Thank you for taking the time to give us your thoughts. They will be considered in improving the quality of the Literacy Council Workshop Program.

The Literacy Council of Lancaster-Lebanon, LVA
Competency Based Skill Integration Training

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